

DOCUMENT RESUME

ED 232 372

EC 152 652

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TITLE STEP: Special Training for Employment Program: A Program in Vocational Special Needs. A Curriculum.
INSTITUTION Portsmouth Public Schools, N.H.
PUB DATE Aug 82
NOTE 117p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; *Building Trades; *Disabilities; *Food Service; High Schools; High School Students; Job Skills; *Mainstreaming; *Vocational Education
IDENTIFIERS *Special Training for Employment Program

ABSTRACT

The guide describes the Special Training for Employment Program (STEP), an approach to providing mainstreamed handicapped high school students with basic vocational skills needed for employment. It is explained that students are first evaluated through the Comprehensive Occupational Assessment and Training System, which provides information on job matching, living skills, employability attitudes, and work samples. The STEP program curriculum is presented for three vocational training areas: food preparation (including safety, sanitation, and nutrition); health occupations (including first aid, nurse assistant, and health education); and construction trades (including carpenter's and painter's assistant). Each lesson includes information on objectives, materials, teacher activities, student activities, and evaluation. Each of the three areas is concluded with a listing of resources on the topic. (CL)

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STEP

SPECIAL
TRAINING FOR
EMPLOYMENT
PROGRAM

A CURRICULUM

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PORTSMOUTH HIGH SCHOOL
PORTSMOUTH NEW HAMPSHIRE

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S T E P

Special Training for Employment Program

A Program in Vocational Special Needs

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Portsmouth New Hampshire 03801
August 1982

ACKNOWLEDGEMENTS

We would like to thank the following individuals for their assistance and creativity in the planning and design of this program.

Stephen Lichtenstein
Larry Cormier
Paulette Hoeflich
Barbara Holder

Their interest in adolescents with special needs has made this program a possibility.

We would also like to acknowledge Mr. John Bean for his support and continued interest in the Portsmouth Special Training for Employment Program and our students with special needs.

Although children are victims of fate ...
they will not be victims of our neglect.

John Fitzgerald Kennedy

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INTRODUCTION

The current trend in educating handicapped students is to integrate them into programs that are designed for non-handicapped students. There are a variety of ways programs can be modified for handicapped students. Curriculum can be adapted, specialized materials and equipment can be utilized, consultants' skills may be used and school staff members can take advantage of in-service offerings which will assist them with instructional strategies. With the implementation of Public Law 94-142, the Education of All Handicapped Children Act, more and more vocational teachers will be involved in programs for handicapped students in public schools. Only if these teachers feel that they are able to provide positive and appropriate experiences for a student with special needs, will that student benefit from placement in that program. It is important that the teacher be knowledgeable, well prepared, and aware of individual students' needs, if students are to be expected to succeed within regular education and vocational education programs. College training programs and school systems alike need to examine their pre-service and in-service programs and to determine the ways in which appropriate training and/or experience should be provided for teachers who will be dealing with handicapped students on a daily basis in their programs. Vocational training available to handicapped students may vary from one school to the next depending on the resources of individual school systems. Examples of the kinds of vocational programs that are provided at Portsmouth High School for handicapped students are:

1. Regular vocational programs with support services - Curriculum may be modified for individual learning styles and students may or may not receive tutorial assistance for vocational coursework.
2. Special vocational program - Students receive pre-vocational/ vocational skills that prepare them for integration into regular vocational programs at a later time. There is a transitional component to this model that allows students to gain the necessary entry level skills that will insure success within the regular vocation curricula. Examples are: Diversified Occupations (DO) which is available to non-handicapped students as well as handicapped and are multi-occupational, and Special Training for Employment Programs (STEP)
3. Self-contained vocational program - The primary program designed for the more severely handicapped student in an occupational area of interest and ability. This program has the same goals and objectives as regular Vocational programs and is either 2 or 4 years in duration usually in conjunction with a program of related academics.

All of these programs should have career education and work experience components as part of the overall program. On-the-job training consisting of actual work experience with an employer or in the school also should be considered and very closely coordinated and supervised with school officials to insure success.

Some students with less severe handicaps will go on to post-Secondary programs. This population, usually the learning disabled, has acquired adequate social and vocational skills through their school experience, is of average intelligence and needs remediation in specific academic areas. For students with more severe educational handicaps, emphasis is put on developing pre-vocational/vocational skills. This is accomplished by placing a student in a vocation course with little formal assessment or data concerning the student's skill level or ability of the vocational instructor to deal with a special needs student in a regular program. This may lead to the student, enrolled in a program that he/she has no talent in, becoming frustrated, and ends as an unsuccessful experience for everyone involved, especially the student.

In order to provide more appropriate and meaningful experiences for students who are placed in regular vocational programs, it is necessary that they possess basic entry level skills on which they can build. The Special Training for Employment Program (STEP) provides those basic vocational skills which will prepare the student for employment. It is designed not only to assist special needs students but Vocational teachers as well. All teachers are asked to provide input into the STEP curriculum. Regular consultation is available to the vocational teachers by special education staff for the purposes of curriculum modification, evaluating students' progress, and providing appropriate skills within the regular vocational programs. The more severely handicapped students will receive all of their vocational training within the STEP curriculum. Their handicaps may be so severe that they need a completely individualized program in a self-contained environment.

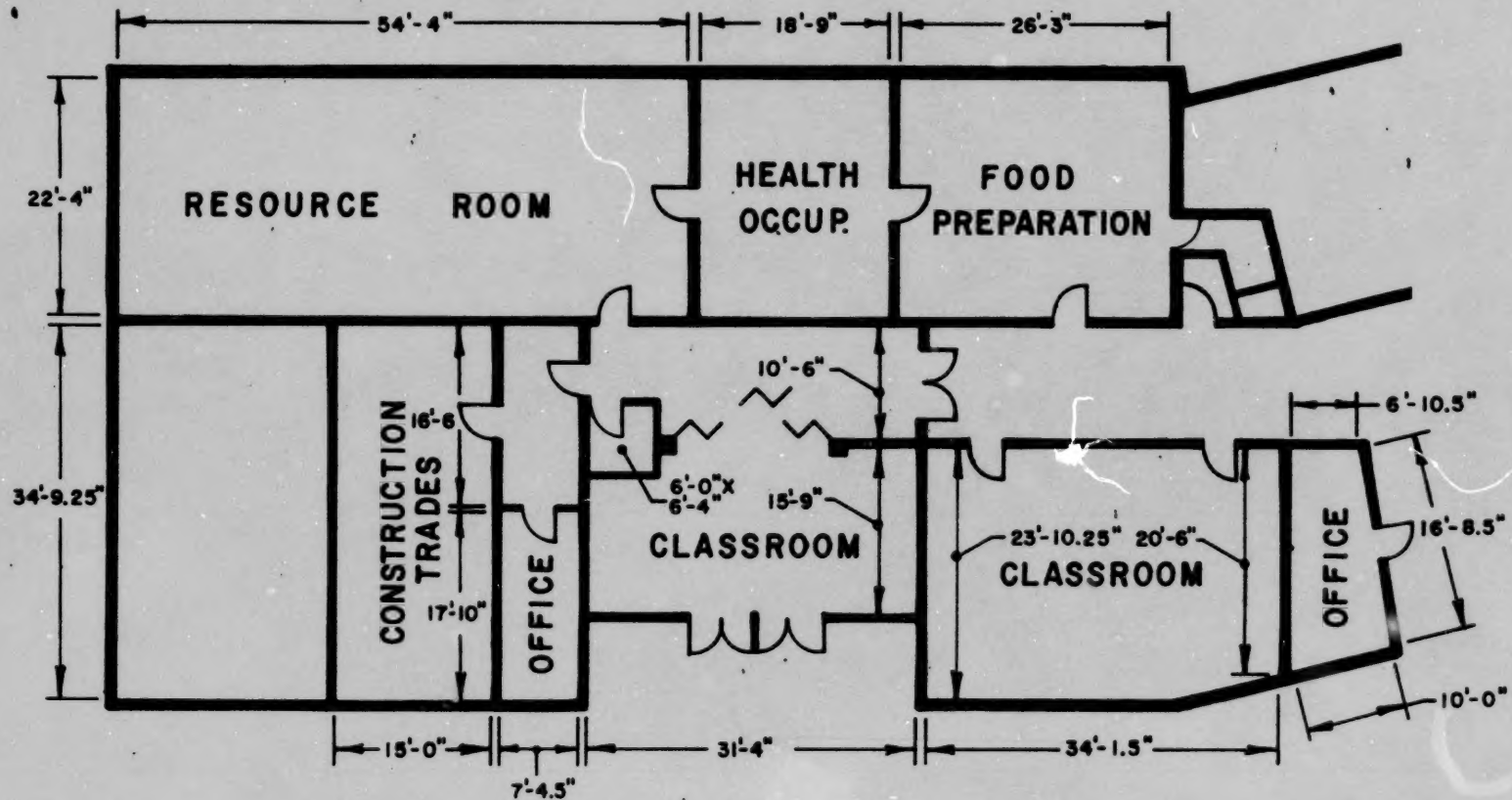
The Special Training for Employment Program at Portsmouth High School provides students with special needs, more opportunities to acquire job skills in an area of interest and ability. Before students are considered for any vocational training, they are evaluated utilizing the Comprehensive Occupational Assessment and Training System (C.O.A.T.S.) The four components of the COATS Program deal with different elements in preparing for, choosing, and then keeping a job which can satisfy and fulfill one's preferences and experiences in the work world. There are many highlights and advantages to this program, and it is adaptable for use with both high school students and adults. The audio-visual emphasis enables low level readers to participate in the program and not to be penalized for their lack of reading abilities. The individual computer printouts for each participant makes the evaluation and assessment unique and distinct for each person. A brief description of each component will give a wider view of the range and

versatility of a COATS assessment and its adaptability for each individual. Results of this assessment describe where vocationally the student has an ability and interest which is helpful in planning appropriate vocational experiences. The components of the program are: 1) Job Matching, 2) Living Skills, 3) Employability Attitudes, 4) Work Samples.

Although there are several STEP programs in the high schools in New Hampshire, each may serve a different population of students with special needs. An employability study was conducted several months before the initial proposal for STEP was written. It showed that in the Seacoast area, there is a need for workers in the food service industry, health care centers and construction trades industries. These areas showed the greatest need not only because of the population of the Portsmouth area but also due to the tourist trade and numbers of visitors that come to the Seacoast throughout the year. It was then decided that these were the three areas that the emphasis for vocational training would be in. Thus a proposal was written, accepted and funded in the areas of

- Food Preparation
- Health Occupations
- Construction Trades.

This curriculum/instructional guide is intended to provide the instructor with appropriate learning experiences for students with special needs. The food preparation curriculum provides students with varied activities and competencies that are necessary for successful employment in the food service industry. The health occupations curriculum includes content that has been approved by the State of New Hampshire's standards for all health occupations programs. The construction trades area is an area in which the vocational/special education instructor shares his/her expertise in the area as a supplement to the curriculum.



**SPECIAL NEEDS DEPARTMENT
PORTSMOUTH HIGH SCHOOL
PORTSMOUTH, NEW HAMPSHIRE 03801**

AREA = 4770 SQ. FT.

SCALE: 1/16" = 1'-0"

PREPARATION FOR EMPLOYMENT

This information is intended to further assist the teacher in each of the 3 STEP areas with preparing the student for employment.

I. Preparation for Job Search

This unit will introduce concepts and knowledge to assist students in thinking about jobs. Tips for finding jobs and information about what to expect once on the job are presented.

A. Overview

1. What Is a Job?
2. Types of jobs
3. Nature of the Job Market
4. Matching Self to Jobs
5. Diploma vs. Drop-Out

B. Finding a Job

1. Where to Find Jobs
2. How to Find Jobs
3. a. Employment Services
b. Want Ads
c. Personal Canvassing

C. Nature of Work

1. What to find out before accepting a job
2. What to expect on the job
3. Responsibility of the job
4. Tips for Beginning Workers

II. Mechanics of Job Application

The job application unit will prepare the students to follow the necessary procedures to apply for the job they want.

A. The Paper Work

1. Letters of Application
2. Job Applications
3. Filling Out Related Forms
4. Resume

B. The Interview

1. Preparing for Interviews
2. Do's and Don'ts of Interviews
3. Personal Appearance
4. Dressing for Interviews
5. Speaking During Interviews

III. Work Related Information

This unit presents information essential to understanding employee rights, employer responsibilities, wages and pay practices.

- A. Labor Laws
- B. Work Permits
- C. Social Security
- D. Taxes
- E. Wages
- F. Deductions
- G. Pay Stubs

IV. Succeeding at Work

Topics in this unit are presented to develop an awareness of personal, interpersonal and human relation skills helpful for adjusting to work and school environments.

A. Personal Characteristics

- 1. Kindness: Honesty
- 2. Voice: Speech
- 3. Neatness: Cleanliness
- 4. Dependability
- 5. Politeness
- 6. Table Manners
- 7. Telephone Manners
- 8. Distrusting Others
- 9. Blowing Your Cool
- 10. Communicating

B. Human Relations

- 1. Consideration for Others
- 2. False Friends
- 3. Using: Abusing People
- 4. Emotions
- 5. Understanding: Respect
- 6. Questioning: Listening
- 7. Helping One Another

C. Employer - Employee Issues

- 1. Rules: Customs
- 2. Reading Signs
- 3. Goofing Off
- 4. Accuracy
- 5. Cooperation
- 6. Promptness
- 7. Initiative
- 8. Accepting Extra Duty
- 9. Safety
- 10. Talking Too Much

Special Training for Employment Program

Food Preparation

PROGRAM GOALS

Upon completion of this program, the student will have:

1. The basic entry level skills to successfully qualify for the following food service positions:

Salad maker (DOT* 317-304-010)
Sandwich maker (DOT 317-384-018)
Cook's helper (DOT 313-607-010)
Baker's helper (DOT 313-684-010)
Short order cook (DOT 313-361-022)

2. Student will attain basic skills necessary to successfully enter into an advanced food service program.
3. Student will possess daily living skills in the area of home food preparation and nutrition.

*DOT - Dictionary of Occupational Titles

PROGRAM OBJECTIVES

Upon successful completion of this unit, the student will be able to:

1. List and describe occupations in the Food Service Industry.
2. Demonstrate safety and sanitation procedures and proper use and care of equipment in the kitchen.
3. Demonstrate knowledge of nutrition by planning a complete day's menu.
4. Properly set and serve a table.
5. Follow recipe using correct measuring and cooking techniques.
6. Prepare a variety of fruits, cereals, breads, eggs, salads, sandwiches, cakes, cookies and simple desserts to professional standards.
7. Demonstrate basic math skills as related to the Food Service Industry.
8. Plan and prepare nutritive breakfasts and luncheons.

UNITS

Lesson 1	Safety and Sanitation
Lesson 2	Food Service Terminology
Lesson 3	Measuring and French Toast
Lesson 4	Beverages
Lesson 5	Following Simple Recipes
Lesson 6	Food Service Careers
Lesson 7	Appetizers
Lesson 8	Salads and Dressings
Lesson 9	Vegetables
Lesson 10	Fruit
Lesson 11	Review
Lesson 12	Cookies
Lesson 13	Batter-Doughs, Muffins, Biscuits
Lesson 14	Pies
Lesson 15	Leavening Agents, Quick Breads
Lesson 16	Yeast Breads
Lesson 17	Cakes and Frostings
Lesson 18	Review
Lesson 19	Table Service
Lesson 20	Meats and Poultry
Lesson 21	Soups, Sauces, Gravies
Lesson 22	Fish, Shellfish
Lesson 23	Sandwiches
Lesson 24	Pasta, Farinaceous Products
Lesson 25	Eggs, Breakfast Cookery
Lesson 26	Nutrition
Lesson 27	Review

LESSON ONE
SAFETY AND SANITATION

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify and practice good safety and sanitation habits at all times in food preparation, production and service.
2. Demonstrate correct use, care and maintenance of food services appliances and equipment.
3. Demonstrate skill in the following sanitation procedures:
 - a. Personal sanitary practices
 - b. Food storage
 - c. Cleaning work areas
 - d. Washing and sanitizing dishes and equipment

MATERIALS:

1. Filmstrips: Accidents Don't Happen (NRA)
The Freeloaders (NRA)
2. Agar and petri dishes to culture bacteria.

TEACHER ACTIVITIES:

1. Lecture and demonstrate proper safety and sanitation techniques while working in the kitchen.

STUDENT ACTIVITIES:

1. Students will prepare agar plates and culture bacteria.

EVALUATION:

1. Oral class quiz.

LESSON TWO
FOOD SERVICE TERMINOLOGY

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify and name basic hand tools and equipment and describe their use.
2. Define basic cooking terms and operations and demonstrate each.

MATERIALS:

1. Various filmstrips on operation of kitchen equipment.
2. Basic hand tools found in kitchen.
3. Food items to demonstrate various cooking techniques.

TEACHER ACTIVITIES:

1. Demonstrate use of hand tools found in kitchen.
2. Demonstrate basic cooking operations such as saute, blanch, broil, bake, etc.

STUDENT ACTIVITIES:

1. Students will demonstrate 5 basic cooking methods using onion or potato.
2. Class crossword game to reinforce cooking terms.
3. Develop crossword puzzles using basic cooking terms.

EVALUATION:

1. Will evaluate on performance of each student activity.
2. True-False & Multiple choice quiz.*

* Student must attain at least 85% before proceeding to next unit.

LESSON THREE

MEASURING AND MAKING FRENCH TOAST

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify the different types of measuring utensils and tell use for each.
2. Be able to weigh food on scales.
3. Measure dry and liquid ingredients accurately.
4. Identify abbreviations used in measuring.
5. Make French toast using proper methods of measuring.
6. Know important equivalents used.

MATERIALS:

1. Baker's scale.
2. Liquid and dry measures.
3. Items to prepare French toast.

TEACHER ACTIVITIES:

1. Demonstrate how to measure dry and liquid ingredients.
2. Demonstrate proper use of Baker's scale.
3. Demonstrate making French toast.

STUDENT ACTIVITIES:

1. Student will practice weighing different ingredients on scale.
2. Student will practice measuring dry and liquid ingredients.
3. Student will make a chart of common equivalents, i.e. 3 t = 1 T, etc., to be used for Quiz at end of unit.
4. Student will make French toast.

EVALUATION:

1. Proper use of Baker's scale.

LESSON THREE - EVALUATION (Cont.)

2. Proper method of measuring dry and liquid ingredients.
3. Quiz on equivalents (use student-made charts)

LESSON FOUR

BEVERAGES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. List and identify common beverages served in restaurants.
2. Prepare and serve common beverages.

MATERIALS:

1. Ingredients for preparation of various beverages, i. e. coffee, tea, cocoa, etc.

TEACHER ACTIVITIES:

1. Discuss preparation of various beverages as well as methods of serving.

STUDENT ACTIVITIES:

1. Student will prepare and serve 2 hot and 2 cold beverages.

EVALUATION:

1. Will evaluate student's performance in preparing and serving beverages.

LESSON FIVE

FOLLOWING A SIMPLE RECIPE

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Explain importance of following a recipe.
2. Explain importance of using correct ingredients and measurements.
3. Prepare a variety of simple recipes.

MATERIALS:

1. Ingredients for the following recipes:
 - a. jello
 - b. egg salad
 - c. oatmeal
 - d. baked apples

TEACHER ACTIVITIES:

1. Lecture on importance of reading through recipe before you begin and understanding all words and measurements.
2. Explain parts of recipe: ingredients, method, yield.

STUDENT ACTIVITIES:

1. Student will look at several different recipes in books and become familiar with forms used in them.
2. Students will make a variety of simple recipes following a written procedure.

EVALUATION:

1. Will evaluate student on performance in making a variety of simple recipes.

LESSON SIX

ORIENTATION TO FOOD SERVICE CAREERS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various food service occupations.
2. Identify local opportunities for employment in the food service industry.

MATERIALS:

1. Various films on career exploration.

TEACHER ACTIVITIES:

1. Arrange for field trips to local food service establishments to identify local job opportunities.

STUDENT ACTIVITIES:

1. Field trips to local establishments.
2. Develop list of various job opportunities observed during field trips.

EVALUATION:

1. Will evaluate student performance in field trip observations.

LESSON SEVEN

APPETIZERS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify the difference between canapes, hors d'oeuvres, dips, spreads, etc., and cite examples of each.
2. Given standardized recipes, will be able to prepare hors d'oeuvres, canapes, dips, spreads and relish trays to professional standards; i. e., colorful, eye-appealing and attractively arranged.

MATERIALS:

1. Filmstrip on hors d'oeuvres and canapes.
2. Ingredients and hand tools for preparation of various appetizers.
3. Serving utensils.

TEACHER ACTIVITIES:

1. Lecture and demonstrate various appetizers, stressing eye appeal and proper presentation of each.

STUDENT ACTIVITIES:

1. Student will prepare 3 types of hors d'oeuvres, 4 canapes, 2 relish trays, one dip and one spread.
2. Student will prepare various appetizers for sale for school functions.

EVALUATION:

1. Will evaluate student performance preparing hors d'oeuvres, etc.
2. Unit quiz: Be able to identify and cite characteristics of various appetizers. Student must attain at least 80% before proceeding to next unit.

LESSON EIGHT

SALADS AND SALAD DRESSINGS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify and give examples of the basic type of salads: protein, fruit, vegetable, green leafy, gelatin.
2. Identify various types of salad greens' care and storage.
3. Identify the classification and uses of salads: appetizer, accompaniment, main dish, dessert.
4. Demonstrate creativity and skill in the preparation of various salads.
5. Identify and prepare basic types of salad dressings.

MATERIALS:

1. Ingredients and utensils for preparation of each type of salad and dressing.
2. Filmstrip: Cool Head for Salads (NEM)

TEACHER ACTIVITIES:

1. Lecture/discussion on various types and classifications of salads.
2. Demonstrate preparation of various types and classification of salads.
3. Demonstration of basic types of dressing: French, mayonnaise and cooked.

STUDENT ACTIVITIES:

1. Student will prepare at least one each of the 4 major classifications of salads using a variety of salad types.
2. Student will develop one original recipe for any type and classification of salad.

EVALUATION:

1. Will evaluate student performance during preparation of salads.
2. Unit quiz: True-False - Multiple choice. Student must attain 85% before proceeding to next unit.

LESSON NINE

VEGETABLES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Apply correct procedures in cleaning and preparing vegetables: washing, paring, trimming, slicing, dicing, chopping, julienne, mincing, shredding, grating, pureeing.
2. Identify and classify vegetables according to type: green leafy, flower, stem, root, etc.
3. Identify and select fresh vegetables according to quality standards.
4. Apply correct procedures in preparing, and demonstrate skill and efficiency in the cooking of vegetables.

MATERIALS:

1. Ingredients and hand tools to prepare a large variety of vegetables.
2. Filmstrip: Vegetable Preparation (NEM)

TEACHER ACTIVITIES:

1. Lecture/discussion on various types of vegetables and nutritive value of vegetables and importance of retaining nutritive value during cooking.
2. Demonstrate preparation and methods of cooking: i. e., steam, bake, saute, etc.
3. Demonstrate various sauces that may be served with vegetables.

STUDENT ACTIVITIES:

1. Student will prepare a vegetable plate using a variety of cooking methods for the various types of vegetables used.
2. Student will plan and prepare a Vegetable Buffet for Department Staff, serving vegetables with a variety of seasonings and sauces.

LESSON NINE - EVALUATION

1. Will evaluate student performance during preparation of vegetables.
2. Identification quiz on various vegetables.
3. Identification quiz on methods, procedures of vegetable preparation, i. e., dicing, paring, etc.
4. Unit quiz: True-False - Multiple choice. Student must attain 85% to advance to next unit.

LESSON TEN

FRUIT

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various fruits and describe their characteristics.
2. Prepare various fruits for serving to terms specified.
3. Explain chief value of fruits in diet.
4. Prepare a fruit cup, apple sauce, baked apple, stewed prunes and various other fruit dishes.

MATERIALS:

1. Ingredients and hand tools to prepare a variety of fruit dishes.

TEACHER ACTIVITIES:

1. Lecture/discussion on various types of fruits.
2. Demonstrate preparation and methods of serving fruits: i.e., raw, cooked, dried, etc.; for appetizer, garnish, dessert, etc.
3. Demonstrate preparation and serving of one fruit in several ways: i. e., coring an apple, preparing applesauce, baking an apple.

STUDENT ACTIVITIES:

1. Student will make a fruit cup, and practice slicing, peeling, etc.
2. Student will prepare a variety of cooked fruits: i. e., baked apple, applesauce, stewed prunes.

EVALUATION:

1. Will evaluate student performance following recipe and using proper measuring techniques.
2. Will evaluate student performance preparing fruit.

LESSON ELEVEN

REVIEW

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Engage and perform any task covered to this point.

MATERIALS:

1. To be determined as tasks are assigned.

TEACHER ACTIVITIES:

NONE

STUDENT ACTIVITIES:

1. Task to be assigned.

EVALUATION:

1. Will evaluate student performance in assigned tasks.

LESSON TWELVE

COOKIES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify each of the basic cookie types, i. e. bar, drop, refrigerator, etc., and give characteristics of each.
2. Prepare each type cookie according to professional standards, i. e., lightly and evenly baked, uniform size, proper texture, etc.

MATERIALS:

1. Ingredients and tools to make a variety of cookies.

TEACHER ACTIVITIES:

1. Demonstrate each basic cookie type.

STUDENT ACTIVITIES:

1. Student will make each type of cookie to professional standards.

EVALUATION:

1. Will evaluate student performance in baking cookies.

LESSON THIRTEEN

BATTER, DOUGHS, MUFFINS & BISCUITS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Explain the difference between a batter and a dough.
2. Make muffins and biscuits according to directions.
3. Be able to describe characteristics of muffins and biscuits and be able to evaluate muffins and biscuits after baking.

MATERIALS:

1. Ingredients and tools to prepare basic muffin and biscuit recipes.

TEACHER ACTIVITIES:

1. Lecture/discussion/demonstration on characteristics of batters and doughs.
2. Demonstrate basic muffin and biscuit recipes, stressing importance of proper mixing. Demonstrate effect of under- and over-mixing.

STUDENT ACTIVITIES:

1. Student will prepare basic muffin and biscuit recipes.

EVALUATION:

1. Will evaluate student performance following recipe and proper characteristics of muffin and biscuit.

LESSON FOURTEEN

PIES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify and prepare a variety of pies.
2. Prepare a variety of pie fillings from scratch.

MATERIALS:

1. Ingredients and tools needed to prepare a variety of pies and fillings.

TEACHER ACTIVITIES:

1. Demonstrate basic procedures for making a pie and filling.

STUDENT ACTIVITIES:

1. Student will prepare a 2-crust pie with pre-made filling, a 2-crust pie with filling made from scratch and a 1-crust pie.

EVALUATION:

1. Will evaluate student performance preparing pies.

LESSON FIFTEEN

LEAVENING AGENTS AND QUICK BREADS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Be able to identify and describe various leavening agents.
2. Be able to list, describe and prepare various quick breads utilizing a variety of leavening agents.

MATERIALS:

1. Ingredients needed for cream puff paste, muffin and biscuit variations, popovers, pancakes, coffee cakes, doughnuts, and fritters.
2. Filmstrips: Biscuit Making - Betty Crocker, General Mills
Muffin Making - Betty Crocker, General Mills

TEACHER ACTIVITIES:

1. Demonstrate correct techniques for preparation of each type of quick bread listed above.

STUDENT ACTIVITIES:

1. Student will prepare quick breads listed to established standards.
2. Student will plan a coffee for teachers and serve a variety of quick breads.

EVALUATION:

1. Will evaluate student performance in preparing and serving quick breads.
2. Unit quiz. Identify various leavening agents and cite examples of various quick breads where leavening agent is used. Student must achieve 85% to proceed to next unit.

LESSON SIXTEEN

YEAST BREADS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify the basic ingredients used in yeast breads and their functions.
2. Explain various steps in production of yeast breads.
3. Prepare a variety of yeast breads and yeast products.
4. Compare and evaluate the use of convenience products: i. e., frozen baked products, frozen doughs, packaged mixes, etc.

MATERIALS:

1. Ingredients and tools needed to make a variety of yeast products: i. e., breads, sweet dough, rolls.

TEACHER ACTIVITIES:

1. Demonstrate use of dry and compressed yeast.
2. Demonstrate correct technique for kneading dough.
3. Demonstrate correct technique for shaping rolls.
4. Discuss functions of ingredients in yeast products and the importance of each.

STUDENT ACTIVITIES:

1. Student will prepare:
 - a. yeast bread (loaf)
 - b. rolls, plain and shaped
 - c. buns
 - d. tea rings
 - e. doughnuts
2. Field trip to local bakery to observe various types of yeast bread products and their production.

EVALUATION:

1. Will evaluate student performance preparing yeast breads.

LESSON SEVENTEEN
CAKES AND FROSTINGS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Describe basic principles in cake production.
2. Prepare foam and batter cakes.
3. Prepare a variety of speciality cakes: i. e., ice cream, tortes, etc.
4. Prepare a variety of icings: i. e., butter cream, royal, fudge.
5. Prepare a variety of topping and fillings: i. e., whipped cream, chiffon, meringue.

MATERIALS:

1. Ingredients and tools needed for products listed above and to demonstrate cake decorating.

TEACHER ACTIVITIES:

1. Discuss and demonstrate preparation of basic foam and batter cakes as well as demonstrate basic icings and toppings.

STUDENT ACTIVITIES:

1. Student will prepare 1 foam cake, 2 batter cakes and 1 specialty cake, along with an icing or topping for each.

EVALUATION:

1. Will evaluate student performance preparing cakes and toppings.

LESSON EIGHTEEN

REVIEW

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Engage and perform any task covered to this point.

MATERIALS:

1. To be determined as tasks are assigned.

TEACHER ACTIVITIES:

NONE

STUDENT ACTIVITIES:

1. Task to be assigned.

EVALUATION:

1. Will evaluate student performance in assigned tasks.

LESSON NINETEEN

TABLE SERVICE

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Properly set and serve and clear a table.

MATERIALS:

1. Items to set a table of 4.

TEACHER ACTIVITIES:

1. Discuss the importance of proper table service.
2. Demonstrate proper set up and service of table of 4.

STUDENT ACTIVITIES:

1. Student will set table of 4.
2. Student will serve beverage, entree and dessert to table of 4.

EVALUATION:

1. Will evaluate student performance setting and serving table of 4.
2. Oral quiz on techniques of table service.

LESSON TWENTY

MEATS & POULTRY

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various kinds of meats and poultry: i. e., beef, veal, pork, chicken, duck, squab, Cornish hens, etc.
2. Identify various cuts of meat.
3. Describe and demonstrate various methods of meat cookery: i. e., moist heat, dry heat.
4. Demonstrate skill in preparing various kinds of poultry in a variety of ways.
5. Explain nutritive value of meats and poultry.

MATERIALS:

1. Slides of cuts of beef, pork, veal, etc.
2. Filmstrips: Broiling, Roasting, Stewing, Simmering. (NEM)
3. Ingredients to prepare a variety of meat and poultry products.

TEACHER ACTIVITIES:

1. Discuss various methods to prepare meats and poultry.
2. Define basic terms and stress importance of proper temperature.
3. Demonstrate basic terms involved in meat and poultry preparation: i. e., broil, etc.

STUDENT ACTIVITIES:

1. Student will prepare at least two meat items using two different methods of preparation.
2. Student will prepare two poultry items using two different methods of preparation.
3. Field trip to local meat packing plant.

EVALUATION:

1. Will evaluate student performance preparing meats and poultry.

LESSON TWENTY-ONE
SOUPS, SAUCES, GRAVIES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify basic varieties of stocks and soups and describe their various uses.
2. Identify basic types of sauces and uses for each.
3. Prepare a variety of soups, sauces and gravies.
4. Prepare convenience soups: canned, frozen, dehydrated.

MATERIALS.

1. Ingredients needed to make thin soups: i.e., broth, consomme; and thick chowders and bisques.
2. Ingredients needed to make sauces: i. e., brown/espagnole, white/bechamel, tomato, veloute, hollandaise.

TEACHER ACTIVITIES:

1. Discuss basic characteristics of various soups.
2. Discuss steps in preparation of various sauces.
3. Demonstrate each of the lead/mother sauces.
4. Demonstrate gravy preparation using meat drippings, stocks and commercial preparations.

STUDENT ACTIVITIES:

1. Student will prepare a variety of soups, both thin and thick, as well as a variety of convenience soups.
2. Student will prepare all of the lead/mother sauces and at least one specialty sauces.
3. Student will prepare gravies from both dripping and commercial preparations.
4. Students will plan and run a soup and salad shop for invited guests.

LESSON TWENTY-ONE (Cont.)

EVALUATION:

1. Will evaluate student performance preparing sauces and gravies.
2. Unit quiz. True-False, Multiple choice. Student must achieve 80% to proceed to next unit.

LESSON TWENTY-TWO

FISH, SHELLFISH AND OTHER SEAFOODS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various kinds of fish and shellfish and be able to identify market forms: i. e., fillets, steaks, etc.
2. Identify factors to consider when shopping for seafoods: i. e., quality, freshness, intended use, cost, etc.
3. Prepare fish, shellfish in a variety of ways.

MATERIALS:

1. Various forms of fish: whole, drawn, dressed fillets, etc.; variety of shellfish.

TEACHER ACTIVITIES:

1. Discuss forms in which fish can be purchased and uses of each form on the menu.
2. Demonstrate correct procedures for cooking various fish and shellfish by various methods and discuss principles of cookery involved.

STUDENT ACTIVITIES:

1. Student will broil, bake and saute a variety of fish and shellfish.
2. Visit fish market and boats to observe kinds of seafood available in local area.

EVALUATION:

1. Will evaluate student performance cooking fish and shellfish.
2. Oral unit quiz. True-False, Multiple choice. Student must achieve 80% to proceed to next unit.

LESSON TWENTY-THREE

SANDWICHES

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various types of sandwiches.
2. Identify and select a variety of breads, fillings and spreads for sandwiches.
3. Demonstrate skill in making the various types of sandwiches using a variety of breads, spreads and fillings.
4. Demonstrate speed and skill in preparing sandwiches for volume preparation.

MATERIALS:

1. Ingredients for preparation of variety of sandwiches.
2. Filmstrip: Sandwiches, Sandwiches, Sandwiches. (Pepperidge Farms, Inc.)

TEACHER ACTIVITIES:

1. Discuss various types of sandwiches: i. e., closed, open face, club, various hot sandwiches.
2. Demonstrate each type of sandwich.

STUDENT ACTIVITIES:

1. Student will prepare at least 3 examples of cold sandwiches, 2 hot sandwiches and invent a sandwich of their own.
2. Students will plan and operate a sub and sandwich shop for school faculty.

EVALUATION:

1. Will evaluate student performance preparing sandwiches and operating sub shop.

LESSON TWENTY-FOUR
PASTA AND FARINACEOUS PRODUCTS

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify a variety of pasta and farinaceous products and give examples for their use.
2. Prepare rice: pre-cooked, whole grain and wild.
3. Prepare a bread dressing.
4. Prepare a wide variety of pasta products.
5. Make egg noodles from scratch.

MATERIALS:

1. Ingredients for above products

TEACHER ACTIVITIES:

1. Discussion of principles of pasta cookery and farinaceous products.
2. Demonstrate basic techniques in preparation of pasta and farinaceous products.

STUDENT ACTIVITIES:

1. Student will prepare at least 2 farinaceous products to standards prescribed.
2. Student will prepare pasta products in a variety of ways: i. e., baked (lasagna), etc.
3. Student will prepare a variety of products for take home sale for faculty.

EVALUATION:

1. Will evaluate student performance preparing pasta and farinaceous products.
2. Unit quiz. Principles and procedures of pasta preparation. Student must attain 80% or better to proceed to next unit.

LESSON TWENTY-FIVE
EGGS AND BREAKFAST COOKERY

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Identify various uses of eggs in food preparation: i. e., thickening agent, leavening agent, etc.
2. Demonstrate correct procedure for cooking eggs in a variety of ways: i. e., fried, poached, etc.
3. Be able to prepare a variety of breakfast type items.
4. Be able to prepare items to accompany breakfast entrees.

MATERIALS:

1. Filmstrips: Incredible edible egg.
Give Your Egg a Break.
2. Ingredients for a variety of egg dishes and other breakfast entrees.

TEACHER ACTIVITIES:

1. Discuss and demonstrate a variety of uses for eggs.
2. Demonstrate methods of preparing eggs for breakfast cookery.
3. Demonstrate and prepare complete breakfast entrees.

STUDENT ACTIVITIES:

1. Student will prepare a variety of egg dishes using eggs in a variety of ways.
2. Student will prepare eggs as a breakfast entree to prescribed standards.
3. Student will prepare a variety of complete breakfasts.
4. Students will plan and run a breakfast shop for invited guests.

EVALUATION:

1. Will evaluate student performance preparing breakfasts and running a breakfast shop.

LESSON TWENTY-SIX

NUTRITION

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Name the 4 basic food groups and give examples of each.
2. Identify those foods that are nutritious and those that are not.
3. Plan a day's menu for a well-balanced diet.

MATERIALS:

1. Nutrition Basics - overhead transparencies.
2. Menu planner worksheets.

TEACHER ACTIVITIES:

1. Discussion of basic 4 food groups and menu planning.
2. Discussion of health and junk foods.
3. Analyze a student's diet.

STUDENT ACTIVITIES:

1. Plan a well-balanced menu for 2 days.

EVALUATION:

1. Will evaluate student's menu-planning, making sure student followed recommended amounts of the basic 4 food groups.

LESSON TWENTY-SEVEN

REVIEW

OBJECTIVES: Upon completion of this lesson the student will be able to:

1. Engage and perform any task covered to this point.

MATERIALS:

1. To be determined as tasks are assigned.

TEACHER ACTIVITIES:

NONE

STUDENT ACTIVITIES:

1. Task to be assigned.

EVALUATION:

1. Will evaluate student performance in assigned tasks.

RESOURCES

Exploring Professional Cooking, by M. Ray and E. Lewis. Bennett Co. 1979.

Food Preparation and Service, by E. Douma. Division of Vocational Education, Department of Education, State of New Jersey. Trenton, New Jersey. 1977.

Food Service, by B. Furneisen. Division of Vocational Education, Department of Education, State of New Jersey. Trenton, New Jersey. 1976.

Food Service Curriculum Guide. Bureau of Vocational Education, State Department of Educational and Cultural Services, State of Maine. Augusta, Maine. 1976.

Food Service Tasks List. Vocational Technical Division, Minnesota State Department of Education. St. Paul, Minnesota. 1979.

See also MATERIALS section of individual units.

Special Training for Employment Program

Health Occupations

- First Aid
- Health Education
- Nurse Assistant
- Homemaker Home Health Aide
- Health Careers

HEALTH OCCUPATIONS

New career opportunities in the health field are developed continuously due to new and updated technology. There is a demand for skilled workers in many aspects of health occupations.

This curriculum is designed to provide students with skills in first aid and health education, provide training for nurses' assistants and homemaker home health aides, and expose students to health careers. The State approved curriculum will be used for nurse assistant training with the clinical experience to be provided in the Portsmouth Hospital and local nursing homes and child care centers. Even though the specific nurse assistant training is available, some students will be enrolled only for the first aid training or health education which will develop parenting and homemaking skills that are so essential to bringing up and caring for oneself and a family. Other related health education areas will include nutrition and housekeeping.

The specific training for each student will depend upon individual need as outlined in the student's individual education plan, given academic and vocational assessment, interest and ability. The nurse assistant training program will be available to both male and female students preparing them as assistants in the health field.

Course Objectives

When the student completes the course in Health Occupations he/she will be able to:

1. Decide what health career meets his/her interests and abilities and therefore is a good selection as a vocation.
2. Be motivated to continue education in the selected career.
3. Describe the roles of the various members of the health team.
4. Define personal, social, and behavioral qualifications needed in a health career.
5. Understand the need for continuing self-evaluation of skills in listening, observing, and carrying out manipulative skills (doing).
6. Obtain a job in a health area which he/she has observed and participated in during clinical rotations.
7. Be accepted into a technical or professional program to educate her/him in the career of choice.

FIRST AID

Text: Standard First Aid and Personal Safety. 2nd edition. 1979.
Prepared by the American Red Cross.

First aid is the immediate care given to a person who has been injured or has been suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed. It includes well-selected words of encouragement, evidence of willingness to help, and promotion of confidence by demonstration of competence.

VALUE OF FIRST AID TRAINING

1. Help for others

Through the study of first aid, a person is prepared to assist others wisely if they are stricken, to give them instruction in first aid, and to promote among them a reasonable safety attitude. On a humanitarian basis, there is always an obligation to assist the stricken and the helpless. There is no greater satisfaction than that of relieving suffering or saving the life of a member of your family, a coworker, an acquaintance, or a stranger.

2. Self-help

In being prepared to help others, the first-aider is better able to care for himself in case of injury or sudden illness. Even when his condition is so bad that he is unable to care for himself, he can direct others in the correct procedures to be taken in his behalf.

3. Preparation for disaster

First aid training is of particular importance in time of catastrophe, when medical and hospital services are limited or delayed. Catastrophe may take the form of well-publicized disasters, such as hurricanes, floods, earthquakes, tornadoes, and fires. It also may take the form of a single accidental death, or life-threatening illness. Knowing what to do in an emergency helps to avoid the panic and disorganized behavior characteristic of unprepared persons at such times. Knowledge of first aid is a civic responsibility: It not only helps to save lives and prevent complications from injuries but also helps in setting up an orderly method of handling emergency problems according to their priority for treatment so that the greatest possible good may be accomplished for the greatest number of people.

Topics to be addressed will include:

Introduction to First Aid

- Definition
- Reasons for First Aid
- Value of First Aid Training
- General Directions for Giving First Aid

Wounds

- Definition
- Common Causes
- Symptoms
- First Aid for Open Wounds
- First Aid for Severe Bleeding
- Prevention of Contamination and Infection
- Bites
- Closed Wounds
- Prevention of Wound-Causing Accidents

Specific Injuries

- Eye Injuries
- Head Injuries
- Neck Injuries
- Wounds of the Chest
- Abdominal Injuries
- Back Injuries
- Injuries to the Genital Organs
- Injuries to Legs and Feet
- Hand Injuries - First Aid
- Blisters - First Aid

Respiratory Emergencies and Artificial Respiration

- Definitions
- Causes of Respiratory Failure
- The Breathing Process
- Artificial Respiration
- Cardiopulmonary Resuscitation
- Prevention of Respiratory Accidents
- Swimming Safety Tips
- Boating Safety Tips

Swallowed Objects and Choking

- Causes of Choking
- Signs and Symptoms
- First Aid
- Prevention

Poisoning

- Definition
- Causes
- Signs and Symptoms
- Objectives in Treatment of Poisoning by Mouth
- First Aid
- Contact Poisons
- Prevention
- Poisoning by Marine Life
- Poisonous Insect Bites
- Poisonous Snakebites
- Prevention of Accidental Poisoning

Drugs and Their Abuse

- Definitions
- Identification of Drug Abuse
- Classification of Drugs

Burns

- Definition
- Causes and Effects
- Classification
- Extent and Location
- First Aid
- Prevention of Heat Emergencies

Frostbite and Cold Exposure

- Frostbite
- Cold Exposure
- Prevention of Injuries from Extreme Cold

Heat Stroke, Heat Cramps, and Heat Exhaustion

- Definitions
- Causes
- Heat Stroke
- Heat Cramps
- Heat Exhaustion

Sudden Illness

- Heart Attack
- Stroke
- Fainting
- Convulsion
- Epilepsy
- Prevention of Heart Attack and Apoplexy

HEALTH EDUCATION

Curriculum: State of New Hampshire. Comprehensive Health Education;
A Curriculum Guide. October, 1981.

The purpose of the New Hampshire Comprehensive Health Education Curriculum is to promote the health and wellness of the individual, the family, and the community. The curriculum is intended to help the student acquire knowledge and understanding of health and the skills of decision making which will lead to responsible action.

The purposes of this curriculum are:

1. To encourage and promote a knowledge of what constitutes quality programs of comprehensive health education in local districts.
2. To familiarize local school boards and the public in communities of New Hampshire with the rationale, scope and sequence of a viable model curriculum guide for comprehensive health education programs for learners in Grades (K) 1-12.
3. To offer a recommended model guide for a comprehensive health education program which can be used in its current form or modified as appropriate to meet community needs.
4. To provide superintendents, assistant superintendents, consultants, curriculum coordinators and teachers with guides that can assist them toward improved planning and implementation of comprehensive health education programs.
5. To assist all administrators and teachers in initiating a self evaluation of their own health knowledge, attitudes and behaviors and to seek out opportunities to become more knowledgeable in the content and skills for the teaching of comprehensive health education.

STUDENT OUTCOMES

INDIVIDUAL

Growth and Development of the Individual

1. The student can demonstrate knowledge and understanding of self-concept, growth and development, structures and functions of the human body and the life cycle concept in order to promote optimal physical and psychosocial health.

Health Promotion of the Individual

2. The student can demonstrate knowledge and understanding of the continuum from wellness to illness and can use decision making skills and responsible action to shape one's life-style to maximize the options for the highest level of wellness.
3. The student can demonstrate knowledge and understanding, decision making skills and responsible action in safety precautions and procedures and can deal with emergency situations.

Process Skills for Individual Health

4. The student can demonstrate the use of knowledge and understanding of facts and decision making skills as a source for behavior and identify the consequences of one's behavior in promoting optimal physical and psychosocial health.

FAMILY

Growth and Development of the Family

1. The student can demonstrate knowledge and understanding of the family life cycle and stages of growth and development to maximize the options for optimal health for family members.

Health Promotion of the Family

2. The student can demonstrate knowledge and understanding of family life style patterns as they relate to the physical and psychological health of family members and can use decision making skills and responsible action to promote physical and psychological family health.

Health Promotion of the Family (Cont.)

3. The student can demonstrate knowledge, understanding, decision making skills, and responsible action in regard to environmental factors and conditions and their relationship to the family's well being.

Process Skills for Family Health

4. The student can demonstrate knowledge and understanding of family relationships and can use decision making skills and responsible action to promote the healthy functioning of the family as a social unit.

COMMUNITY

Growth and Development of the Community

1. The student can demonstrate knowledge and understanding of what constitutes a community and how to participate in community affairs using decision making skills and responsible action.

Health Promotion of the Community

2. The student can demonstrate knowledge and understanding of natural and man-made resources and can, by using decision making skills, conserve, maintain and develop resources responsibly.
3. The student can demonstrate knowledge and understanding of agencies, programs and human resources which exist in a community and can use decision making skills and responsible action in using them.

Process Skills for Community Health

4. The student can demonstrate knowledge and understanding of the physical, mental, social, economic and cultural factors that must be considered in planning, priority setting and decision making for effective community health programs on the local, state, and national levels.

NURSE ASSISTANT

Text: Being a Nurse's Aide. 3rd edition. Barbara M. Wise.

COURSE CONTENT

1. Introduction to Being a Nursing Assistant

The Health Care Institution
Your Job as a Nursing Assistant
Climbing the Career Ladder

2. Communication and the Patient

The Patients You Will Care For
Communication
Observing the Patient

3. Human Anatomy and Physiology

4. Infection Control

Medical Asepsis
Handwashing

The Patient in Isolation
Mask Technique
Putting on an Isolation Gown in the Hall Before
Entering the Patient's Room
Removing an Isolation Gown Inside the Patient's
Room Before Leaving the Unit

5. Your Working Environment

The Patient's Unit and Equipment
Bedmaking
Making the Closed Bed
Making the Open Bed, Fan-Folded Bed, Empty Bed
Making the Operating Room Bed or Stretcher Bed
Making the Occupied Bed
Safety and Fire Prevention

6. Lifting, Moving, and Transporting Patients

Body Mechanics
Locking Arms with the Patient
Moving the Non-Ambulatory Patient up in Bed
Moving a Patient up in Bed with his Help
Moving the Mattress to the Head of the Bed with the Patient's Help

Body Mechanics (Cont.)

- Moving a Helpless Patient to One Side of the Bed on his Back
- Rolling the Patient Like a Log (Log Rolling)
- Turning a Patient onto his Side away from You

Transporting a Patient

- Helping a Non-Ambulatory Patient Back into Bed from a Wheelchair or Armchair
- Helping the Non-Ambulatory Patient into a Wheelchair or Armchair from the Bed
- Helping a Patient Who Can Stand and Is Ambulatory Back into Bed from a Chair or a Wheelchair
- Using a Portable Mechanical Patient Lift to Move the Helpless Patient
- Moving a Patient from the Bed to a Stretcher
- Moving a Patient from a Stretcher to the Bed

Range of Motion

- Range of Motion Exercises

7. Personal Care of the Patient

Daily Care of the Patient

- Oral Hygiene
- Cleaning Dentures (False Teeth)
- Oral Hygiene for the Unconscious Patient (Special Mouth Care)
- The Complete Bed Bath
- The Partial Bed Bath
- The Tub Bath
- Helping the Patient Take a Shower
- Giving the Patient a Back Rub
- Changing the Patient's Gown
- Shampooing the Patient's Hair
- Combing the Patient's Hair
- Shaving the Patient's Beard

Bedpan - Urinal - Bedside Commode

- Offering the Bedpan
- Offering the Urinal
- Offering the Portable Bedside Commode

8. Nutrition and Food Service

Therapeutic Diets

Nutrition for the Patient

- Preparing the Patient for a Meal
- Serving the Food
- Feeding the Helpless Patient or the Patient Who Is Unable to Feed Himself
- Serving Between-Meal Nourishments
- Passing Drinking Water

9. Intake and Output

Fluid Intake

- Measuring the Capacity of Serving Containers
- Determining the Amounts Consumed

Forcing and Restricting Fluids

Fluid Output

- Measuring Urinary Output
- Emptying a Plastic Urine Container from an Indwelling Catheter

10. Specimen Collection (See 17 for Diabetic Specimen Testing)

- Collecting a Routine Urine Specimen
- Collecting a Midstream Clean-Catch Urine Specimen
- Collecting a 24-Hour Urine Specimen
- Collecting a Routine Urine Specimen from an Infant
- Collecting a Sputum Specimen
- Collecting a Stool Specimen
- Straining the Urine

11. Special Treatments

Administering Enemas

- The Cleansing Enema
- Giving the Ready-to-Use Cleansing Enema
- Giving the Ready-to-Use Oil Retention Enema
- Giving the Harris Flush (Return-Flow Enema)
- ▲ Using the Disposable Rectal Tube with Connected Flatus Bag
- Inserting a Rectal Suppository

Perineal Care and Indwelling Catheter Care

- Giving Perineal Care
- Giving Daily Indwelling Catheter Care
- Giving the Vaginal Douche/Nonsterile Irrigation

Artificial Eye Care

- Caring for the Artificial Eye

12. Measuring and Recording Vital Signs

Vital Signs

Measuring the Temperature

- Shaking Down the Thermometer
- Reading a Fahrenheit Thermometer
- Reading a Centigrade (Celsius) Thermometer
- Measuring an Oral Temperature
- Measuring Rectal Temperature
- Measuring Axillary Temperature

Measuring the Temperature (Cont.)

- Using a Battery-Operated Electronic Oral Thermometer
- Using a Battery-Operated Electronic Rectal Thermometer
- Using a Battery-Operated Electronic Thermometer to Measure Axillary Temperature

Measuring the Pulse

- Measuring the Radial Pulse
- Measuring the Apical Pulse
- Measuring the Apical Pulse Deficit

Measuring Respirations

Measuring Blood Pressure

13. Patient Admission, Transfer, and Discharge

Admitting the Patient

- Weighing and Measuring the Height of a Patient Who Is Able to Stand
- Caring for the Patient's Valuables

Transferring the Patient

Discharging the Patient

14. Body Position, Tubes, and Tubing

Your Role in the Physical Examination

- Preparing the Patient for a Physical Examination

Draping and Positioning the Patient

Catheter, Tubes, and Tubing

- Changing the Gown of a Patient with an IV (Intravenous)

15. Warm and Cold Applications

- Applying the Warm Compress (Moist Heat Application)
- Applying the Cold Compress (Moist Cold Application)
- Applying the Cold Soak (Moist Cold Application)
- Applying the Warm Soak (Moist Warm Application)
- Applying the Warm Water Bottle (Dry Heat Application)
- Applying the Ice Bag, Ice Cap, and Ice Collar (Dry Cold Application)
- Applying the Commercial Unit Cold Pack (Dry Cold Application)
- Applying the Commercial Unit Heat Pack (Moist Warm Application)
- Applying a Heat Lamp (Dry Warm Application)
- Applying the Aquamatic K-Pad (Dry Heat Application)
- Using the Disposable Sitz Bath (Moist Warm Application)
- Using the Portable Chair-Type or Built-In Sitz Bath (Moist Warm Application)
- Giving the Alcohol Sponge Bath (Moist Cold Application)

16. Preoperative and Postoperative Nursing Care

Preoperative Nursing Care

Shaving a Patient in Preparation for Surgery

Binders and Elastic Bandages

Applying Elastic Bandages

Applying a Triangle Slings Bandage

17. Extended Care Patients

Care of the Incontinent Patient

Preventing Decubitus Ulcers (Bedsore) in the Incontinent Patient

Re-Toilet Training and Rehabilitation of the Incontinent Patient

Special Back Care (Back Rub) to Prevent Decubitus Ulcers

Care of the Diabetic Patient

Collecting a Fresh Fractional (FR.U.) Urine Specimen

The Clinitest

The Clinistix Test

The Acetest

The Ketostix Reagent Strip Test

Care of the Orthopedic Patient

Turning the Patient on a Manually Operated Turning Frame

Care of the Ostomy Patient

Caring for an Ostomy

Care of the Seizure Patient

18. Home Health Care

Introduction to Home Health Care

Geriatric Care in the Home

Newborn and Infant Care in the Home

Sterilizing Tap Water

Sterilizing Bottles

Giving the Infant a Tub Bath

Household Management

19. Care of the Dying Patient

The Dying Patient

Postmortem Care (PMC)

Giving Postmortem Care

20. Introduction to Medical Terms

Introduction to Medical Terms and Abbreviations

Medical Specialties and Words to Remember

PROGRAM OBJECTIVES

The instructors of the program have set up and are meeting specific course objectives which are:

1. To demonstrate skill in performing simple nursing tasks commensurate with his or her responsibilities and limitations.
2. To demonstrate knowledge and understanding of the basic principles or functions underlying procedures for patient care in the home.
3. To be empathetic, tolerant, and understanding of others within all age groups.
4. To help family members adjust to the changed family situation caused by illness or other emergency.
5. Supervise activities of the children and the family.
6. To provide services which maintain family stability.
7. To assist in all aspects of the care and management of the home.
8. To be motivated to increase his or her knowledge and competencies as a worker in health occupations or home economics.
9. To be aware of their own self-concept and recognize the interactions of people.
10. To be aware of the opportunities for flexibility and creativity in health and Home Economics.

METHODS USED TO ACHIEVE OBJECTIVES

1. Team Teaching allowed for more efficient scheduling and also for a variety of ideas and solutions. Additional days to the 90 days/yr./instructor has been beneficial to the program. This time allowed instructors to compare and discuss student progress and needs, plan course content, and to set up and supervise clinical experiences.
2. Lectures were used to convey knowledge and permitted time for questions and answers. Note taking is required.
3. Demonstrations provided a guide for the student to follow in nursing and homemaking skills.
4. Procedure Sheets provided the technique information for developing skills in nursing and homemaking skills.
5. Supervised Practice was valuable to the students to perfect their skills. Examples of this are: Patient bed bath, bed making, home cleaning, and laundrying.
6. Clinical Experience was provided at a nursing home for 8 days. Another experience was planned for two students a day for 5 days to participate at a local child development center.
7. Textbooks, Workbooks, and Reference Materials were used to supplement lectures and assignments. Magazines, journals and books on health, disease, food, nutrition, and child care were made available.
8. Audio-visual Aids were in the form of films, charts, bulletin boards, mannequin models, and handout sheets.
9. Guest Speakers were invited to speak on topics relating to health and home fields. Example: Cancer society, county extension nutrition aide, minister, florist, child development personnel, etc.
10. Large and Small Group Discussion helped students to understand feelings and behavior of clients and fellow workers by contributing their ideas to the class. Experiences in values clarifications were incorporated.
11. Role Playing enabled the students to experience possible feelings of patients or family members by acting out problem situations. (Mock hospital situation set up as a review of all procedures)
12. Field Trips were arranged to hospitals, state schools, grocery stores, and nursing homes.

13. Quizzes and Tests determined comprehension and weaknesses.
14. Current Event Reports were assigned monthly. Reports were on newspaper or magazine articles relating to health and home economics areas.
15. Medical Case Study was assigned to make students aware of the relation of physical, mental, and emotional health in the total care of the patients.

SAMPLE LESSON
(Student learns by performing skill)

OBJECTIVES

- To learn how to take blood pressure.
- To learn how blood pressure helps the physician to make diagnosis.

RELATED INFORMATION

Blood pressure is one of the vital signs. The systolic pressure is the greatest force exerted on the walls of the artery by the heartbeat, and the diastolic is the least force. Blood pressure is measured by means of a sphygmomanometer and a stethoscope. The amount of pressure needed to render pulse inaudible is the reading taken.

Blood pressure depends upon the volume of blood in the circulatory system, the force of the heartbeat and the condition of the arteries. Arteries which have lost their elasticity will give more resistance and hence the pressure will be greater. Blood pressure is also increased by exercise, eating, stimulants and emotional disturbance. It is decreased by fasting, rest, depressants and quiet emotions. The taking of blood pressure requires considerable practice. The nurse never tells the patient the recording. This is the physician's function.

REFERENCE

Dakin, Florence, and others. Simplified Nursing. Lippincott.
pp. 561-563.

PROCEDURE

1. Assemble equipment: Sphygmomanometer. Stethoscope.
2. Greet patient and explain procedure.
3. Support left arm - palm upward on bed or table.

Left brachial artery is more commonly used so that subsequent readings will be uniform because there is a slight difference between the readings of the right and left arms.

4. Roll sleeve of gown up about 5 inches above elbow.
5. Apply the cuff (armband containing rubber compression bag) above the elbow and directly over the brachial artery.

The two tubes should be in the direction of the hand.

6. Wrap the rest of the armband smoothly around arm. Tuck the ends under a fold.
7. Locate the brachial artery with fingers. Place stethoscope directly over the artery.
8. Close needle valve attached to hand pump and inflate balloon until indicator registers at least 150, or 20 mm. above where pulse ceases to be heard.

As the cuff tightens, it presses on the artery, closing it. A sound is heard as the artery closes. The sound becomes clearer and then ceases abruptly when the artery is completely closed.

9. Open needle valve of pump and let air escape slowly until the first snapping is heard.
10. At first sound, note reading on manometer. This is systolic pressure.
11. Continue to release the air pressure until there is an abrupt change of the sound from very loud to soft. The reading at which this change is heard is the diastolic pressure.
12. Remove cuff, expel the air and replace apparatus.
13. Record: Time Procedure: Blood Pressure

The blood pressure is recorded as a fraction. For example, 120 over 80 means that 120 is the systolic pressure and 80 is the diastolic pressure. In this case it is 40.

Report unusual change immediately to supervising nurse.

SUGGESTED ACTIVITIES

Practice taking blood pressure readings. Compare readings taken while student is:

1. lying down
2. sitting in a chair
3. after activity

Using outside sources, describe briefly three conditions that cause an abnormal decrease in blood pressure.

ASSIGNMENT

Vocabulary: Define the following words.

Brachial
Diastolic
Elasticity

Pulse pressure
Sphygmomaometer
Stethoscope

Systolic
Volume

Questions:

1. What is blood pressure?
2. How is blood pressure measured?
3. List four causes of an increase in blood pressure.
4. List four causes of a decrease in blood pressure.
5. Why must the nurse practice in order to take blood pressure accurately?
6. What should she do if she doubts the accuracy of a reading?

TAKING A PATIENT'S BLOOD PRESSURE
(Instructor's evaluation record)

1. Supplies and equipment on hand.
2. Is patient's arm supported on bed or table with the palm upward.
3. Is sleeve of hospital attire five inches above elbow.
4. Is the cuff directly over the brachial artery.
5. Was the stethoscope placed directly over the brachial artery.
6. Was the valve closed on the hand pump.
7. Did the student release the valve too quickly.
8. Did they record the first sound heard as the systolic pressure.
9. Did they record the last sound heard as the diastolic pressure.
10. Were the earpieces of the stethoscope cleaned with an antiseptic solution.
11. Was the time and the blood pressure properly recorded on the graphic sheet of the patient's chart.
12. Was the student aware of the normal range of a patient's blood pressure.

REMINDER: Wash hands before procedure and tell patient what you are going to do.

VOCABULARY WORDS

Write in the proper word for the following abbreviations from Column B

COLUMN A

A.C. _____
P.C. _____
A.M. _____
P.M. _____
B.I.D. _____
T.I.D. _____
Q.I.D. _____
Q 2 HOURS _____
H.S. _____
HR. _____
O.R. _____
B.R. _____
LAB. _____
O.P.D. _____
O.B. _____
E.E.N.T. _____
G.U. _____
G.I. _____
E.R. _____
C.S. _____
P.R.N. _____
STAT _____
AD. LIB. _____

COLUMN B

FOUR TIMES A DAY
HOURS OF SLEEP (BEDTIME)
HOUR
BEFORE MEALS
EVERY TWO HOURS
AFTER MEALS
THREE TIMES A DAY
EVENING OR AFTERNOON
MORNING
TWICE A DAY
OBSTETRICS
EMERGENCY ROOM
CENTRAL SUPPLY
OPERATING ROOM
OUTPATIENT DEPARTMENT
BATHROOM
GASTROINTESTINAL
LABORATORY
GANITOURINARY
EYE, EAR, NOSE, THROAT
AS DESIRED
WHENEVER NECESSARY
DISCONTINUE

VOCABULARY WORDS

COLUMN A

D.C. _____

SPSC. _____

NOCT. _____

O₂ _____

TINCT. _____

COLUMN B

AMOUNT

SUFFICIENT QUANTITY

NOTHING BY MOUTH

OINTMENT

TREATMENT (TAKE)
OXYGEN

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
 Division of Vocational-Technical Education
 105 Loudon Road, Concord, NH 03301

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS
 (175 Hours)

The following curriculum indicates the major units of learning and skills to be developed during the program. The hours indicated are to be used by the instructor as a guide to the number of hours of classroom instruction and clinical practice.

	<u>THEORY</u> (100 Hours)	<u>CLINICAL</u> (75 Hours)
LESSON I - ORIENTATION	4	
A. Purpose and Content of Course		
B. Employment Information		
C. What Makes a Good Assistant		
D. Guided Tour of Facility		
E. Discussion		
LESSON II - INTRODUCTION TO THE COURSE	4	
A. Job Description		
B. Nurse Assistant as Member of Health Team		
C. Responsibilities of Nurse's Assistant		
D. Legal Aspects (Nurse Practice Act and other relevant legislation)		
E. Ethics, Standards and Regulations		
F. Safety (general)		
LESSON III - INTRODUCTION TO ILLNESS	6	4
A. Signs of Illness - Observing and Reporting		
B. Attitudes, Courtesy, etc.		
C. Vocabulary Orientation - Basic Medical Terminology		
D. Asepsis		
1. Handwashing		
2. Prevention of Infection		
LESSON IV - THE UNOCCUPIED BED	4	4
A. Unoccupied Bedmaking		
1. Closed		
2. Open		
3. Surgical		

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS	<u>THEORY</u>	<u>CLINICAL</u>
LESSON V - PREVENTION OF SPREAD OF DISEASE	3	3
A. Providing for Safe Disposal of Waste		
B. Use of Paper Bags		
C. Preparing the Unit		
1. Cleaning		
2. Restocking		
LESSON VI - THE ASSISTANT AND THE INSTITUTION	4	2
A. Wearing of Uniform and Personal Grooming		
B. Disaster and Fire Procedures		
1. How to Remove Patients in Case of Fire		
2. Fire and Disaster Plans		
LESSON VII - INTRODUCTION TO THE UNIT	3	3
A. Answering the Call Bell		
B. Arranging the Unit		
C. Care of Flowers		
D. Making an Empty Bed		
LESSON VIII - PERSONAL CARE	4	6
A. Care of Mouth and Teeth		
B. Bed Bath		
C. Tub Bath & Shower		
D. Partial Bath		
E. Back Rub		
F. Care of Hair and Nails		
G. Shaving the Male Patient		
H. Special Foot Care		
I. Other - Care of Dentures, Hearing Aids, Corrective Lenses		
LESSON IX - FOOD SERVICE	4	4
A. Serving Food		
B. Feeding the Helpless Patient		
C. Elements of Nutrition		
D. Reporting to Charge Nurse		
E. Recording where indicated		
LESSON X - PATIENT SERVICES	6	6
A. Giving a Bedpan or Urinal		
1. To the Patient Who Can Help		
2. To the Helpless Patient		
3. Care For and Cleaning		

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS

THEORYCLINICAL

LESSON X - PATIENT SERVICES (Cont.)

- B. Using the Bedside Commode
- C. How to Give a Simple Cleansing Enema to the Patient Without Complicating Conditions

LESSON XI - INTAKE AND OUTPUT

4

4

- A. Passing Interval Nourishments
- B. Passing Drinking Water
- C. Testing Diabetic Urine
- D. Measuring Intake and Output
- E. Routine Urine Specimen
- F. 24 Hour Urine Specimen
- G. Collection and Care of Specimen - Feces, Urine, Vomitus, Sputum

LESSON XII - TEMPERATURE, PULSE AND RESPIRATION

5

5

- A. Temperature
- B. Pulse
- C. Respiration
- D. Blood Pressure
- E. Recording
- F. Care and Cleaning of Thermometers

LESSON XIII - EVENING CARE

3

3

- A. Night Duty and Responsibilities
- B. Changing the Occupied Bed
 - 1. Changing Bottom Contour Sheet
 - 2. Rubber Sheet and Drawsheet
- C. Protective Devices to Keep Patient in Bed
 - 1. Restraints
 - 2. Bed Rails

LESSON XIV - POSITIONING AND BODY MECHANICS

6

6

- A. Putting the Patient In and Out of Bed, Dangling
- B. Resting in Bed
- C. Conservation of Energy (Patient and Assistant)
- D. Preparing the Patient to Move in Bed
- E. Positioning the Bed Patient
 - 1. Raising to Sitting Position (with and without help)

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS

THEORY

CLINICAL

LESSON XIV - POSITIONING ... (Cont.)

- 2. Use of Pillows
- 3. Use of Back Rest and Bed Table
- 4. Use of Lift Sheet
- F. Methods of Moving and Rolling

LESSON XV - SKIN CARE AND SIMPLE TREATMENTS

5

5

- A. Skin Care
 - 1. Pressure Areas
 - 2. Decubiti - Prevention and Understanding of Care of
 - 3. Equipment
- B. The Bed Shampoo
- C. Preparation and Application of Hot and Cold Compresses
- D. Hot Soaks
- E. The Hot Water Bottle
- F. The Ice Bag

LESSON XVI - COMFORT AND TRANSPORTATION DEVICES

4

4

- A. Wheelchair) Moving Patient In and
- B. Stretcher) Out of Each
- C. Foot Cradle
- D. Rubber Rings, etc.
- E. Sitz Bath
- F. Use of Hydraulic Lift
- G. Use of Geriatric Chair

LESSON XVII - DEMONSTRATION AND CARE OF ORTHOPEDIC EQUIPMENT

3

1

- A. Foster Frame
- B. Stryker Frame
- C. Circoelectric Bed
- D. Traction Apparatus
- E. Plaster Casts

LESSON XVIII - CARE OF GENERAL WORK AREAS

3

3

- A. Utility Room
- B. Water Sterilizer
- C. How to Use Pick-up Forceps
- D. Care of Linen
- E. Care of Patient's Room

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS	<u>THEORY</u>	<u>CLINICAL</u>
LESSON XIX - ADMISSION AND DISCHARGE	3	3
A. Admission - Weighing, Measuring, Documenting Possessions B. How to Start a Patient Record C. Transfer D. Discharge		
LESSON XX - ASSISTING IN SPECIAL AREAS	4	4
A. The Physical Exam 1. Positioning 2. Draping 3. Care of Instruments B. Assisting the Nurse with Pre-op and Post-op Care (Hospital) C. Serving the Nurse in the Isolation Unit (Hospital) D. Assisting with the Care of the Critically Ill (Hospital) E. Assisting the Nurse with the Dying and Postmortem Care		
LESSON XXI - CARE OF EQUIPMENT AND SUPPLIES	3	3
A. Disposables B. Reusables C. Tubing - Recognition, Function, Cleaning D. Mechanical - Care and Cleaning of E. Conservation of Energy		
LESSON XXII - SPECIAL PROBLEMS OF THE GERIATRIC, PSYCHIATRIC, AND CHRONICALLY ILL PATIENT	6	2
A. The Patient's Need for Understanding B. The Incontinent Patient - Care and Training C. The Aging Process - Mental and Physical Changes D. Understanding Rehabilitation Potentials E. Helping to Walk and Exercise and Maintain Interests F. Prevention from Self-Inflicted Harm G. Respect for the Dignity of the Patient H. Death and Dying		

PROGRAM OF INSTRUCTION FOR NURSES' ASSISTANTS

THEORY

CLINICAL

LESSON XXIII - MOTHER AND CHILD (Hospital)

4

(optional)

- A. Orientation to Delivery and Nursery
 - 1. Cleaning and Wrapping Supplies
 - 2. Care of Equipment
 - 3. Cleaning and Restocking Vital Areas
- B. Orientation to Pediatric Area
 - 1. The Child Away from Home
 - 2. Family Concerns
 - 3. Special Admission Procedures
 - 4. Safety Rules, Side Rails, etc.

LESSON XXIV - FINAL EXAM AND OVERVIEW

5

- A. Final Exam (2 Hrs.)
- B. Overview of Course
 - 1. Attitude Changes Since Course Began
 - 2. Relationships and Interest Inspired by Course
 - 3. Review of Personal Hygiene
 - 4. The Assistant in the World of Work
 - 5. Improvising and Work Organization
 - 6. How to Apply for a Job
 - 7. Relationships to Doctors, Nurses, LPN's, Volunteers, Patients and Relatives
 - 8. General Discussion and Self Evaluation

GUIDELINES FOR COURSE CONTENT OF
BASIC PROGRAM FOR NURSING ASSISTANTS

A. General:

1. The knowledge, skills and understandings included in the basic course are applicable in all patient-care situations; i.e., hospitals, nursing homes, extended facilities, clinics, private homes.*
2. The course shall include no less than 100 hours - of which one-third shall be theory and two-thirds shall be supervised practice on live patients (models).

B. Content: Course content should include:

1. Orientation to the role of Nursing Assistant:
 - job description; relationship to other health workers; relationship to community human service agencies;
 - ethics, confidentiality, attitudes, courtesy, legal aspects of the role;
 - personal grooming, principles of asepsis, body mechanics;
 - basic principles of preventing spread of infection;
 - procedures in case of fire;
 - observation and recognizing change in the patient;
 - reporting signs of illness;
 - giving emotional support;
 - fostering maximum self-reliance.
2. The patient - a holistic approach:
 - whole health care: continuum of care for the patient: where from? here and now? where to?
 - human growth and development: physical and emotional needs at different life stages;
 - family relationships;
 - health care, food, clothing, shelter; community service referral system;
 - communication;
 - working with people in stress (alcohol and drug abuse, neglect,);
 - basic health education; preventing disease;
 - change, loss, and grief;
 - death and dying.
3. Meeting the patient's needs for cleanliness, privacy and independence:
 - bed bath, tub/shower, partial bath, shaving the male patient;
 - care of hair and nails, the bed shampoo, foot care;

*Need to add the "homemaker" component for programs preparing for homemaker skills.

3. Meeting the patient's needs ... Cont.
 - care of skin, back rub, protection of pressure areas;
 - care of mouth and teeth, including care of false teeth;
 - care of hearing aids, eyeglasses.
4. Meeting the patient's need for movement:
 - positioning, methods of moving, "dangling," use of supports;
 - moving patient from bed, wheelchair, stretcher, ambulation;
 - use of special lifting equipment;
 - rehabilitative measures; activities of daily living.
5. Meeting the patient's need for safety:
 - use of restraints - adults and children, bed rails, call systems;
 - protective measures related to prevention of infection, disposal of waste;
 - safety hazards - smoking in bed;
 - general safety;
 - basic first aid.
6. Meeting the patient's fluid needs:
 - measurement of intake and output;
 - passing water and between meal nourishments;
 - collection of routine specimens, testing diabetic urine.
7. Meeting the patient's need for food:
 - the meaning of food; basic nutrition;
 - nutritional needs of different age groups;
 - special diet needs;
 - serving food, feeding the helpless patient;
 - reporting and recording intake.
8. Meeting the patient's needs for elimination:
 - passing bed pan, urinal, assisting the helpless patient;
 - using bedside commode;
 - giving a simple cleaning enema.
9. Preparing patient for rest, evening and bedtime care.
10. Taking temperature, pulse and respiration:
 - recording/reporting; cleaning and care of thermometers.
11. Maintaining and managing a safe, pleasant, healthful and clean environment:
 - cleaning patient's room, work areas, care of linen and utensils, disposables, re-usables;
 - care of patient's belongings, surroundings;
 - reporting safety hazards;
 - improvising;
 - work efficiency, sharing responsibilities and skills.
12. Record keeping and verbal reports.

13. Assisting the nurse:

- positioning for examinations;
- with post-mortem care;
- in admitting and discharging the patient.

Throughout the course, reference should be made to respecting the dignity of the patient while performing necessary tasks or procedures.

HOMEMAKER HOME HEALTH AIDE

Homemakers are mature, trained, dependable people who help maintain a normal family routine where there is illness or family crisis.

Homemakers are carefully screened in regard to references and health. They are required to complete a 60 hour Medicare Approved Training Course specifically designed for this work.

Homemaking is a health service not a cleaning service. In an attempt to fulfill the Agency obligations to all clients, Homemakers work in several homes every day for approximately two hours each. It is for this reason that light cleaning tasks are usually limited to half of the scheduled time in the home. However, Homemakers are available to perform light housekeeping tasks to insure a safe, healthy, and clean environment.

THE HOMEMAKER:

1. Supervises children and helps with organizing family routine and management.
2. Prepares simple nutritious meals and plans menus.
3. Markets and does simple errands.
4. Cashes checks for clients, handles food stamps and pays bills.
5. Does laundry and light ironing if needed.
6. Keeps house dusted and neat, using a vacuum cleaner if available.
7. Makes beds and changes linens as needed.
8. Mops kitchen and bathroom floors if wet sponge mop is available.

THE HOMEMAKER DOES NOT:

1. Give baths and shampoos. All personal patient care is a Home Health Aide function under the supervision of the District Nurses.
2. Give medications of any kind.
3. Do heavy cleaning (wash windows, or walls, wash or hang curtains, scrub or wax floors, heavy laundry)
4. Move heavy furniture or do heavy maintenance tasks.
5. Transport members of the household in her own car or client's car.
6. Give home telephone number or address to client, or receive phone calls at home.
7. Make any financial arrangements with clients.

THE HOME-HEALTH AIDE:

1. Works under the supervision of a Registered Nurse.
2. Bathes patients and gives personal care.
3. Assists patients with physical therapy.
4. Helps prevent hospitalization.

HEALTH CAREERS

Source: Health Careers for New Hampshire: A Directory of Career Opportunities in the Health Field. 3rd edition. 1982.
Published by Health and Welfare, Hazen Drive, Concord, New Hampshire 03301

This curriculum in the health occupations area is intended to provide information to students concerning the types of health career opportunities that exist in the State. Some students will go on to further study in some areas before they are qualified for some of the positions that require advanced technical knowledge. Other students may receive specific training in some of the less technical areas through the STEP program.

The Health Careers for New Hampshire publication is helpful to the instructor in that it provides current information concerning each area of health services. There is a description of the occupational area, and information about job opportunities, education/certification requirements, schools, and resources for further information. This directory will be used as a supplement to the health occupations curriculum. The occupational areas are:

ADMINISTRATIVE SERVICES

- Health Services Administrator
- Hospital/Health Care Management and Related Business Careers

BIO-MEDICAL ENGINEERING AND SCIENCE

- Basic Sciences in the Health Field
- Bio-Medical Engineer
- Bio-Medical Equipment Technician

DENTAL SERVICES

- Dental Assistant
- Dental Hygienist
- Dental Laboratory Technician
- Dentist

DIETETICS AND NUTRITION

- Dietetic Assistant/Food Service Supervisor
- Dietetic Technician
- Dietitian
- Nutritionist

ENVIRONMENTAL CONTROL SERVICES

- Environmental Engineer
- Sanitarian
- Industrial Hygiene Personnel
- Radiation Protection Personnel
- Air Pollution Control Personnel
- Environmental Technician

HEALTH PROMOTION AND INFORMATION

- Health Educator
- Health Information and Communication Services
 - Medical Writer
 - Health Information Specialist
 - Technical Writer
 - Medical Illustrator
- Bio-medical/Biological Photographer
- Medical Librarian

LABORATORY SERVICES

- Cytotechnologist
- Histologic Technician
- Medical Laboratory Technician
- Medical Technologist

MEDICAL OFFICE CAREERS

- Medical (Office) Assistant
- Medical Secretary

MEDICAL RECORDS

- Medical Record Administrator
- Medical Record Technician

MEDICINE

- Emergency Medical Technician
- Operating Room Technician
- Physician
- Physician Assistant

MENTAL HEALTH CAREERS

- Mental Health Workers
- Psychologist

NURSING

- Licensed Practical Nurse
- Nurses Aide/Orderly
- Registered Nurse
- Advanced Nursing Specialties
 - Nurse Anesthetist
 - Nurse Midwife
 - Nurse Practitioner
- Homemaker-Home Health Aide

OPTICAL AND VISUAL CARE SERVICES

- Optician
- Optometrist
- Optometric Assistant and Technician
- Orthoptist

PHARMACIST

PODIATRIST

REHABILITATION

- Occupational Therapist
- Occupational Therapy Assistant
- Physical Therapist
- Physical Therapist Assistant
- Rehabilitation Counselor
- Speech Pathologist and Audiologist
- Other Rehabilitation Careers
 - Corrective Therapist
 - Art Therapist
 - Music Therapist
 - Recreation Therapist
 - Dance Therapist

SOCIAL/HUMAN SERVICES

- Social Worker and Social Work Assistant

TECHNICAL INSTRUMENTATION

- Diagnostic Medical Sonographer (Ultrasound)
- EEG Technologist/Technician and EKG Technician
- Nuclear Medicine Technologist
- Radiologic Technologist
- Respiratory Therapist/Technician

VETERINARY MEDICINE

- Veterinarian

HEALTH CAREERS

Class visitations will be arranged with the individual departments at the Portsmouth Hospital on a weekly basis. Each will be a 1-1½ hour session where students will have the opportunity to discuss with hospital employees the types of services provided, become familiar with materials and equipment and acquaint themselves with that area of specialty as a health service and career. Hospital departments represented will include:

- oncology (treatment of cancer)
- obstetrics and gynecology
- anesthesiology
- surgery
- orthopedics
- medical/surgical patient care
- patient services
- family centered maternity/newborn unit
- pediatrics and young adults
- operating room
- recovery room
- intensive care unit
- cardiology/EKG
- psychiatric nursing
- infection control
- emergency medicine
- pharmacy services
- physical therapy
- x-ray
- pathology

Others:

- housekeeping
- engineering
- safety and security
- food service and nutrition
- employee health
- data processing
- medical records
- switchboard/communications, business office
- central supply
- community relations
- volunteer services

MEDICAL SPECIALTIES

NAME	DESCRIPTION
Allergy	A subspecialty of internal medicine dealing with diagnosis and treatment of body reactions resulting from unusual sensitivity to foods, pollens, dusts, medicines, or other substances.
Anesthesiology	Administration of various forms of anesthesia in operations or diagnosis to cause loss of feeling or sensation.
Cardiovascular diseases, Cardiology	A subspecialty of internal medicine involving the diagnosis and treatment of disease of the heart and blood vessels.
Dermatology	Diagnosis and treatment of diseases of the skin.
Gastroenterology	A subspecialty of internal medicine concerned with diagnosis and treatment of disorders of the digestive tract.
General practice	The diagnosis and treatment of disease by both medical and surgical methods, without limitation to organ systems or body regions, and without restriction as to age of patients.
General surgery	The diagnosis and treatment of disease by surgical means, without limitation to special organ systems or body regions.
Gynecology	Diagnosis and treatment of diseases of the female reproductive organs.
Internal medicine	The diagnosis and nonsurgical treatment of illnesses of adults.
Neurological surgery	Diagnosis and surgical treatment of brain, spinal cord, and nerve disorders.
Neurology	Diagnosis and treatment of diseases of the brain, spinal cord, and nerves.

NAME	DESCRIPTION
Obstetrics	The care of women during pregnancy, childbirth, and the interval immediately following.
Ophthalmology	Diagnosis and treatment of diseases of the eye, including prescribing glasses.
Orthopedics	Diagnosis and treatment of disorders and diseases of the muscular and skeletal systems.
Otolaryngology	Diagnosis and treatment of diseases of the ear, nose, and throat.
Pathology	Study and interpretation of changes in organs, tissues, cells, and alternations in body chemistry, to aid in diagnosing disease and determining treatment.
Pediatrics	Prevention, diagnosis and treatment of children's diseases.
Physical medicine and rehabilitation	Diagnosis of disease or injury in the various systems and areas of the body and treatment by means of physical procedures as well as treatment and restoration of the convalescent and physically handicapped patient.
Plastic surgery	Corrective or reparative surgery to restore deformed or mutilated parts of the body.
Psychiatry	Diagnosis and treatment of mental disorders.
Radiology	Use of radiant energy including x-rays, radium, cobalt 60, etc., in the diagnosis of disease.
Therapeutic radiology	The use of radiant energy, including x-rays, radium and other radioactive substances in the treatment of diseases.
Thoracic surgery	Operative treatment of the lungs, heart, or the large blood vessels within the chest cavity.
Urology	Diagnosis and treatment of diseases or disorders of the kidneys, bladder, ureters, and urethra and the male reproductive organs.

RESOURCES

Advanced First Aid and Emergency Care. Prepared by the American Red Cross. 2d edition. Doubleday. Garden City, New York. 1979.

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Comprehensive Health Education; a Curriculum Guide. New Hampshire State Department of Education. Concord, New Hampshire. 1981.

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Health Occupations; Clinical Rotations and Learning Packets, by P. Perrine. Vocational Technical Curriculum Laboratory, Rutgers - The State University. New Brunswick, New Jersey. 1979.

*KSC - LRC 207-10 RCU

Health Occupations Education; Health Service Careers. State Department of Vocational and Technical Education. Stillwater, Oklahoma. 1979.

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Home Health Management Assistant, by M. T. Scheuren. Pennsylvania Department of Education. Frackville, Pennsylvania. 1975.

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Homemaker - Home Health Aide Manual, by F. Strayer. Program in Health Occupations Education, University of Iowa. Iowa City, Iowa. 1978.

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Nurse Aide; a Suggested Guide for a Training Course. Office of Education. Washington, D.C. 1967.

*KSC - LRC 207-10 RCU

*Keene State College
Learning Resource Center
Keene, New Hampshire 03431

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West Virginia. *KSC - LRC 207-16 RCU

Standard First Aid and Personal Safety. Prepared by the American Red
Cross. 2d edition. Doubleday. Garden City, New York. 1979.

A Textbook for Nursing Assistants, by G. D. Cherescavich. 2d edition.
C. V. Mosby Co. Saint Louis, Missouri. 1968.

Total Patient Care; Foundations and Practice, by D. F. Johnston.
2d edition. C. V. Mosby Co. Saint Louis, Missouri. 1968.

Workbook for Being a Nursing Assistant, by R. B. Schneidman, and others.
3d edition. R. J. Brady Co. Bowie, Maryland. 1982.

FILMSTRIPS

Media for Being a Nursing Aide. 3d edition. R. J. Brady Co.
Bowie, Maryland. 1982

PERIODICALS

American Journal of Nursing.

Special Training for Employment Program

Construction Trades

- Safety
- Hand Tools
- Portable Power Tools
- Materials, Planning, Project Design

CONSTRUCTION TRADES

Construction trades takes the student through the basics of constructing items using hand tools, power tools, and basic woodworking techniques. One full period each week is devoted to a classroom lesson on related information and the other four periods are work periods where the students work at their own pace in constructing individual and group projects. Each student is allowed to progress at his/her own rate depending upon how readily they grasp and apply the information given. Units of instruction include safety, hand tools, portable power tools and materials, planning and design. Students will be exposed to skills in the areas of plumbing, masonry, electricity and basic carpentry as well as enrichment activities such as toymaking, basic home repair and small projects of their choice. This course will prepare students to work as a carpenter's assistant, mason's assistant, electrician's assistant and plumber's assistant. Some students will go on for further training while others will be immediately employed in the construction trades industry.

SKILL AREAS

I. CARPENTER'S ASSISTANT

- A. Safety
- B. Use measuring and layout tools
 - 1. Folding rule
 - 2. Steel tape
 - 3. Squares
 - 4. Marking gauge
 - 5. Level
- C. Use cutting tools
 - 1. Chisels
 - 2. Planes
 - 3. Saws
 - 4. Scrapers
 - 5. Files
- D. Use holding tools
 - 1. Handscrews
 - 2. Box clamps
 - 3. C-clamps
 - 4. Vises
 - 5. Pliers
 - 6. Pincers
- E. Use fastening tools
 - 1. Screwdrivers
- F. Use pounding tools
 - 1. Hammers
 - 2. Mallets
 - 3. Hatchets
- G. Use portable power tools
 - 1. Power hand circular saws
 - 2. Belt sander
 - 3. Electric drill
- H. Use stationary power tools
 - 1. Band saw
 - 2. Drill
 - 3. Jointer

II. MASON'S ASSISTANT

- A. Safety
- B. Cut, chip, fix in position concrete blocks and brick

- C. Mix mortar by hand or by mixing machine
- D. Dig out footings
- E. Carry brick, stone or mortar to workers by hand or by wheelbarrow
- F. Stack brick or stone on ground
- G. Deposit mortar on mortar board
- H. Clean finished walls by use of water or chemicals
- I. Float freshly laid concrete
- J. Level freshly poured concrete, using screed
- K. Rub screeded surface with hand or long-handled float

III. PLUMBER'S ASSISTANT

- A. Safety
- B. Use plumbing tools
- C. Repair or replace plumbing fixtures
- D. Repair water faucets
- E. Install washers in taps
- F. Cut and thread pipe
- G. Operate pipe-threading machine
- H. Bend pipe to required angle by use of pipe-bending machine
- I. Join pipes by use of screws, bolts, fittings, or solder
- J. Caulk joints
- K. Solder joints in copper tubing
- L. Open clogged drains
- M. Carry materials and equipment
- N. Cut or drill openings in walls for pipes
- O. Melt lead in plumber's furnace

IV. ELECTRICIAN'S ASSISTANT

- A. Safety
- B. Use common electrician's tools
- C. Measure, cut and bend wire
- D. Use ruler and hand tools
- E. Drill holes for wiring, using hand or power drill
- F. Assist in lifting, positioning and fastening objects
- G. Replace fuses
- H. Replace light bulbs
- I. Replace light switches
- J. Keep supplies and parts in order
- K. Dissassemble motors

V. PAINTER'S ASSISTANT

- A. Safety
- B. Arrange and assemble scaffolding units or ladders
- C. Place drop cloths
- D. Fill cracks, crevices and holes with putty, plaster or other materials
- E. Move furniture from work area
- F. Clean brushes and equipment by immersing in soap and water, turpentine, or other solvent
- G. Move materials to work area, using hand truck or dolly
- H. Fill containers with prescribed quantities of paint and thinner
- I. Prepare area to be painted
 - 1. Remove old paint
 - 2. Sand area
 - 3. Scrape area
 - 4. Burn area
- J. Apply masking tape

- K. Apply paint
 - 1. Mix colors
 - 2. Match colors
 - 3. Apply by brush
 - 4. Apply by rollers
 - 5. Apply by spray gun

SAFETY

CONCEPT

Safety is our constant concern.

The carpenters should know and practice the safety rules which apply to their actions and the use of tools and materials to prevent accidents to themselves and fellow workers.

OBJECTIVES

The student will be able to identify hazards associated with construction activity and organize a committee to promote observance of safety rules.

List three types of fire extinguishers and the kinds of fires each is used on.

OBJECTIVES - SAFETY

Each student will:

1. Describe probable causes of most common accidents in the shop, identify prevention techniques of most common shop accidents, describe job site safety techniques for prevention of accidents.
2. Demonstrate safe operation of hand tools and list safety rules.
3. Demonstrate safe use of power tools and list safety rules.
4. Identify three types of fire extinguishers and describe their use.
5. Help organize and work on a safety committee within the construction trades program.

LESSON

1. Give proper instruction on types of accidents that occur frequently in the shop and on the job site.
2. Demonstrate methods of accident prevention.
3. Have oral discussion on safety precautions for hand tool use, power tool operation and job site conditions.
4. Prepare checklist evaluation for first aid procedures.

Unit: Shop Management

Topics: Safety
Tool distribution and storage/shop layout
Shop conduct and attitudes
Project storage and identification

Objectives: Each student will pass a safety test with a 100% score before he will begin working in the shop on a project.

The student will be able to obtain any materials, tools or machines which he will need in order to carry out his work in a constructive way.

Each student will work in a safe, friendly, cooperative and constructive way while being in the shop areas.

Each student will be able to store and identify his/her project in a problem free way while they are in the shop.

Lesson: The students will learn this unit mainly through class lessons and discussions. The above goals will not be immediate but rather they will be gained through the first few weeks of working in the shop.

Pre-test: None

Post-test: The students will be given a safety test which they must pass. This would be for their benefit as well as the teachers. The students will also be given a daily work grade in order to evaluate them on these other topics that are concerned with their performance in the area of shop and work safety.

HAND TOOLS

CONCEPT

The construction trades worker should be familiar with the care and use of the hand tools of the trade so he/she will be able to use them effectively in daily work.

OBJECTIVES

Given a number of construction tasks the student will select the proper hand tool(s), perform any necessary maintenance, and demonstrate proper use and care of the tool to the satisfaction of the instructor.

OBJECTIVES - HAND TOOLS

Each student will:

1. List four basic rules concerning the care of hand tools and list five basic rules concerning the use of hand tools.
2. Identify the following and demonstrate the use of:
 - two types of planes
 - three types of squares
 - six types of handsaws
 - three types of hammers
 - two types of screwdrivers
 - three types of pliers
 - three types of clamps
 - five types of leveling and plumbing instruments
 - three types of boring tools
 - four types of files
 - two types of knives
 - three types of measuring instruments
 - several types of miscellaneous tools
 - four types of chisels
3. Describe and demonstrate proper care and maintenance of tools listed in #2 above.

Unit: Hand and Power Tools

Topics:	Hammers and mallets	Portable electric sanders
	Planes	Portable electric drill
	Chiseis	Portable electric sabre saw
	Layout tools	Jig saw
	Files	Drill press
	Saws	Drilling and boring tools
	Screwdrivers	

Objectives: The student will be able to select and identify using the correct name, any of the above tools from among a complete tool rack.

The student will be able to correctly use and adjust any of the above tools.

The student will be able to list the points which differentiate any of the above tools according to size, shape, design, etc.

Lesson: The above information will be given to the students through group lessons which will concern only one tool at a time. Some tool information sheets will be passed out to supplement the lessons. Stanley tool charts will be displayed during and after the lessons for the students benefit. Individual instruction will be given to each student during the work periods (concerning tool use).

Pre-test: Prior to each lesson the teacher will hold up the tool in order to see which students can identify it by its proper name.

Post-test: A unit test will be given concerning any of the above written information. The students will be given daily work grades in order to rate their mastery of tool usage.

Resources: Stanley tool charts

List of Hand Tools

Objective: Student will become familiar with safety and operation of each of the following hand tools:

- framing vise
- mitre box
- crosscut saw
- hammer
- chisels
- tack puller
- block plane
- tape measure
- framing level
- adjustable clamps
- stapler
- bit brace
- putty knife
- coping saw
- utility knife
- hack saw
- screwdrivers
- pliers
- meter stick
- scratch awl
- nail set
- file brush

additional hand tools will be introduced as they become available

Unit: Fasteners and Joinery

Topics: Wood joints
Adhesives
Screws
Nails

Objectives: Given several samples, the student will be able to correctly identify any of the common wood joints.

Each student will be able to give one advantage or use for each of the common wood joints.

The student will be able to identify and describe 3 commonly used wood glues.

During the work sessions the students will be able to use or apply any of the needed fasteners.

The student will be able to correctly list the six necessary points about selecting or buying wood screws.

The student will be able to explain the penny system vs the wire gauge/inch system for selecting nails.

The student will be able to list at least four different types of nails.

Lesson: The students will learn the above information through group lessons and handout sheets. During the work sessions they will learn how to apply or make the above fasteners and joints.

Pre-test: None

Post-test: Unit test and daily work grade

Resources: Handout sheets

Unit: Finishing

Topics: Coated abrasives
Steel wool
Stains
Finishes
Paints

Objectives: The student will be able to use or apply any of the above finishing materials.

The student will be able to list the individual points or characteristics about each of the above finishing materials. (Within each topic there are several types of materials)

The student will be able to list the advantages/disadvantages of the individual types of finishing materials within the above topics.

Lesson: The students will learn the above information through group lessons and necessary handout sheets.

Pre-test: None

Post-test: A unit test will follow the lessons on the above finishing materials. The students will also receive a project grade on how well they use the finishing materials to put a finish on their projects.

Resources: Lessons

PORTABLE POWER TOOLS

CONCEPT

Economics and demands of present day materials require that the construction trades worker be able to operate a wide range of power tools efficiently and safely.

OBJECTIVES

Assigned various construction tasks the student will select the proper portable power tool and demonstrate its proper use and care, performing any necessary maintenance to the satisfaction of the instructor.

OBJECTIVES - PORTABLE POWER TOOLS

Each student will:

1. Demonstrate safety features of power tools common to carpentry, operate radial arm saw, table saw, portable circular saw, demonstrate proper operational procedures of various portable power tools - drills, jigsaw, sabre saw, belt sander, router, etc.
2. Explain preventative maintenance procedures on power tools listed in number 1 above.

LESSON

1. Give proper instruction on safety techniques.
2. Demonstrate correct use of shop power tools.
3. Have students go through "dry-run" exercises before activating power tools.
4. Observe and evaluate student procedures to operate power tools.
5. Give proper instruction on grounding of portable power tools.

List of Portable Power Tools

Objective: Student will become familiar with safety and operation of each of the following portable power tools:

- industrial drill press
- variable speed electric drill
- router
- belt sander
- sabre saw
- circular saw
- bench grinder

additional portable power tools will be introduced as they become available

MATERIALS; PLANNING; PROJECT DESIGN

- Topics: Wood Structure - families of trees annual rings
 tree growth grain
 fibers etc.
 knots
- Identification of common cabinet woods and wood products.
 Selection and use of wood and products.
- Objectives: The student will be able to identify basic structural characteristics of various wood samples.
- The student will be able to identify the basic cabinet woods and wood products (plywood, etc.) using the correct names.
- The student will be able to give one advantage or use for each of the wood and wood products.
- Lessons: The students will learn the bulk of the above information through group lessons and discussions showing various samples of wood.
- Pre-test: None
- Post-test: After the unit is completed there will be a written unit examination.
- Resources: "Woodworking for Industrial Arts" text showing pictures of wood samples.

- Topics: Measurement of a rule to 1/16th
 "Square transfer"
 Board feet measurement
 Working plans
 Layout tools and techniques
- Objectives: The student will be able to transfer a scaled down plan onto a full size wood pattern using the "square transfer" method.
- The student will be able to read any of the shop measuring tools accurately to 1/16th of an inch.
- The student will be able to figure the board foot measurement when given the dimensions of a sample project.

Objectives: The student, during the weekly work sessions, will
(Cont.) demonstrate how to read a set of working plans.

The student will demonstrate how to use all the layout tools correctly to transfer lines from the plan to the board.

Lesson: The students will learn the bulk of the above information through group lessons. Work sheets will also be given out for the students to practice their calculations and measurements. Demonstrations will be given for all "hands-on" type lessons.

Pre-test: Before the group lesson on measurement there will be a small written test to see which students might need extra help or learning materials.

Post-test: After all the lessons are completed there will be a unit test with questions dealing with board feet, measurement, reducing fractions as well as other questions dealing with the planning of a project.

Resources: "The Inch" worksheet
Board foot worksheet

MEASUREMENT TEST

NAME: _____

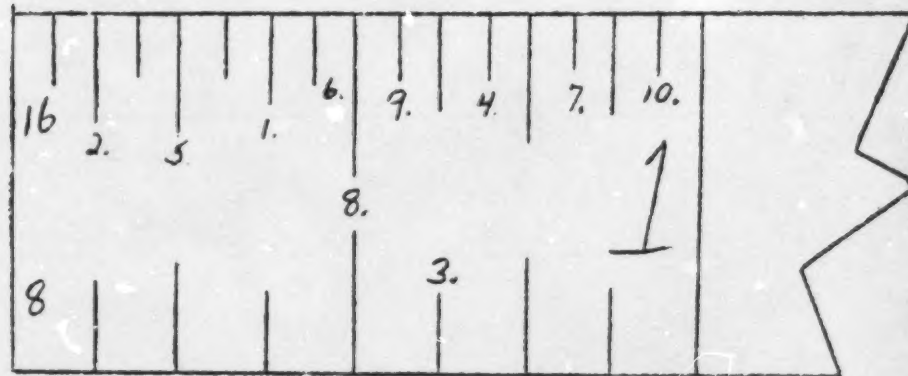
PERIOD: _____

Fill in the fractional marks according to the numbers.

For instance:

1. $3/8"$
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

This is a 1" (one inch) section of a rule:



REDUCE THE FOLLOWING FRACTIONS:

11. $12/16" =$
12. $6/8" =$
13. $2/8" =$
14. $2/4" =$

WHAT ARE (one half) $\frac{1}{2}$ of the following fractions?

15. $13/16" =$
16. $7/8" =$

EXAMPLES FOR EXAMS

Name _____

Answer the following questions fully.

1. There are how many types of hand saws, and what are they?
2. What is a kerf?
3. Saw teeth can be either be What?
4. What is a backsaw used for?
5. Explain the planer.
6. Explain the jointer.
7. Explain the drillpress.
8. What is a try square used for?
9. What square has a level on it?
10. A ripsaw is used to cut how?

TEST #1

Name _____

Directions: Circle the letter which has the correct answer.

1. There are how many types of saws?
a. 2 b. 1 c. 10 d. 1
2. A rip saw is used to cut ____?
a. with the grain c. across the grain
b. up and down d. sideways
3. A crosscut saw is usually ____ long?
a. 26" b. 28-30" c. 22" d. 36"
4. A rip saw is usually ____ long?
a. 26" b. 28-30" c. 22" d. 36"
5. The teeth of a rip saw are like ____?
a. chisels b. dowels c. knives d. sponges
6. A kerf is a ____?
a. saw cut b. saw c. screw-driver d. piece of wood
7. Saw teeth can be ____?
a. dull c. filed
b. set straight d. coarse or fine
8. In sawing, you should ____?
a. bear down heavily c. jerk the saw
b. saw fast d. take short and light strokes
9. In sawing, you should ____?
a. keep your eye on the saw c. keep your eye on the stock
b. keep your eye on the line d. keep your eye on your hand

10. A backsaw is used for ____ ?
- a. cutting pipe
 - b. cutting coarse wood
 - c. fine sewing
 - d. cutting blocks
11. When a hand plane is being used, you should ____ ?
- a. follow through from beginning to end
 - b. stop half way through
12. A try square is used to ____ ?
- a. block wood
 - b. play with
 - c. test stock for squareness
 - d. test stock for strength
13. A try square has which two parts?
- a. handle and knife
 - b. blade and knife
 - c. handle and blade
 - d. square and blade
14. A combination square can be used as a ____ ?
- a. block
 - b. knife
 - c. pencil
 - d. level
15. Can a combination square be used as a marking gauge?
- a. yes
 - b. no
16. When planing with a hand plane, you should lay it down when finished on its ____ ?
- a. face
 - b. back
 - c. front
 - d. side
17. When laying out to begin a project, you should ____ ?
- a. make sure you wash your hands
 - b. make sure you have everything you need readily available
 - c. make sure the instructor is present
18. Explain the drillpress.

TEST #2

Name _____

Fill in the answer in the space provided.

1. Name four parts of a hammer.
2. How do you determine the age of a tree?
3. Explain the air drying of lumber.
4. Explain kiln-drying of lumber.
5. What are the last three wood joints we have discussed?
6. What kind of wood are we using to build the bookcases?
7. Give the definition of a dado joint.
8. When cutting trim or designs in wood what machine do we use?
9. How many kinds of hand drills are there?

MATCHING:

- | | | |
|----------|--|-------------------|
| 1. _____ | Before measuring & cutting a board make sure it is | a. eyes |
| 2. _____ | When measuring a line on a piece of stock never use a | b. square |
| 3. _____ | When sanding, you should sand only | c. pen |
| 4. _____ | The most important concept in working with the machines is | d. with the grain |
| 5. _____ | When working with the machines you should wear safety goggles to protect you | e. safety |
| | | f. tools |
| | | g. wood-working |

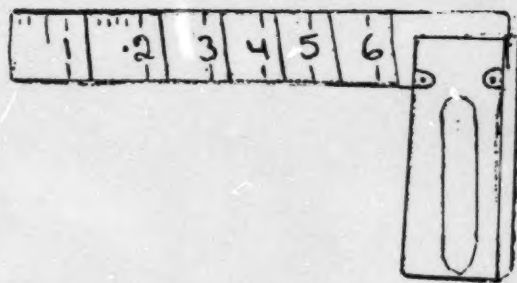
BONUS QUESTION:

For extra credit, answer in composition form the following:

Explain how trees are cut and milled for lumber.



1



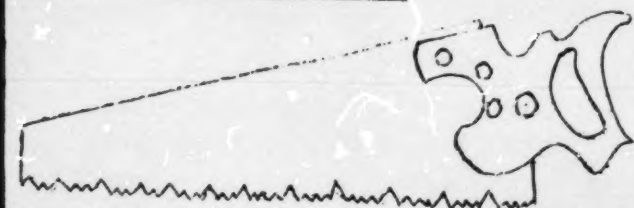
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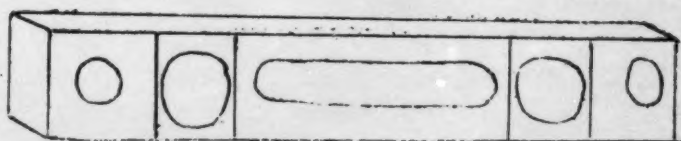
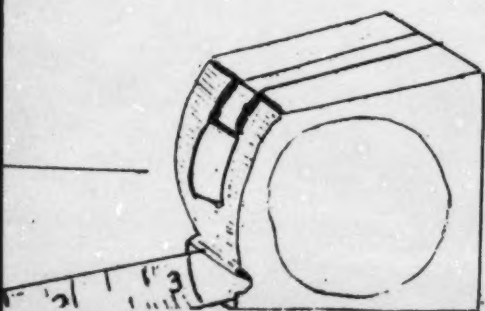
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RESOURCES

Carpentry Curriculum Guide. Department of Education, State of Vermont.
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Carpentry - I; House Framing. Thomas Edison Vocational and Technical
High School. Elizabeth, New Jersey. 1977.

Course Outline for Diversified Occupations. Berlin High School.
Berlin, New Hampshire. 1980.

Do It Yourself, by D. Arnold and K. L. Posey. F. E. Richards Pub. Co.
Phoenix, New York. 1971.

Elements of Construction: Teacher's Guide, by E. Manuwlake. Vocational-
Technical Curriculum Laboratory, Rutgers - The State University.
New Brunswick, New Jersey. 1975.

Finishing - Instructor's Guide.

*KSC - LRC 217-10-33 VOC

Fundamentals of Carpentry, by W. E. Durbahn. 4th edition. American
Technical Society. Chicago, Illinois. 1971.

Introduction to Woodwork, by J. Matthews. Longmans. London, England.
1969.

Junior High School Industrial Arts; A Curriculum Guide, by R. Lister.
1974.

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1978.

Modern Woodworking, by W. H. Wagner. Goodheart-Willcox. Homewood,
Illinois. 1967.

Shop Made Easy, by F. Cattaneo. F. E. Richards Pub. Co. Phoenix,
New York. 1971.

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*KSC - LRC 217-10-35 VOC

Woodworking, by F. M. Pittman.

*Keene State College
Learning Resource Center
Keene, New Hampshire 03431

PERIODICALS

Handyman Magazine.

Workbence Magazine.